



MARYLAND'S MODIFIED TWO-YEAR WORKFORCE INVESTMENT PLAN

Re: Training And Employment Guidance Letter No. 14-08

Guidance for Implementation of the Workforce Investment Act and
Wagner-Peyser Act Funding in the American Recovery and
Reinvestment Act of 2009 and State Planning Requirements for
Program Year 2009



Martin O'Malley
Governor

Anthony G. Brown
Lieutenant Governor

**DEPARTMENT OF LABOR,
LICENSING AND REGULATION**

Thomas E. Perez
Secretary

Revised 06/30/09

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ABBREVIATIONS and ACRONYMS

ABE	Adult Basic Education
AEFLA	Adult Education and Family Literacy Act
AP	Advanced Placement
ARRA	American Recovery and Reinvestment Act
BRAC	Base Realignment and Closure
BRR	Business Resource Representative
CBO's	Community Based Organizations
CTE	Career and Technical Education
DHCD	Department of Housing and Community Development
DHMH	Department of Health and Mental Hygiene
DHR	Department of Human Resources
DJS	Department of Juveniles Services
DLLR	Maryland Department of Labor, Licensing and Regulation
DWD	Division of Workforce Development
DWDAL	Division of Workforce Development and Adult Learning
DLLR DWD	Maryland DLLR Division of Workforce Development
DOL	Department of Labor
DORs	Division of Rehabilitative Services
DPSCS	Department of Public Safety and Correctional Services
DTAP	Disabled Transition Assistance Program
DVA	Department of Veterans Affairs
DVOP	Disabled Veterans' Outreach Program
DWD	Division of Workforce Development
EEO	Equal Employment Opportunity
EI	Early Intervention
ES	Employment Service
ESOL	English for Speakers of Other Languages
ETA	Employment & Training Administration
FPL	Federal Poverty Level
GDU	Governor's Delivery Unit
GED	General Equivalency Diploma
GOC	Governor's Office for Children
GWIB	Governor's Workforce Investment Board
HSAs	High School Assessments
IFB	Insurance Fraud Bureau
ITA	International Trade Administration
LMI	Labor Market Information
LVER	Local Veterans' Employment Representative
LWIAs	Local Workforce Investment Areas
LWIBs	Local Workforce Investment Boards
MCHP	Maryland Children's Health Program
MCVET	Maryland Center for Veterans Education and Training
MHEC	Maryland Higher Education Commission

ABBREVIATIONS and ACRONYMS (cont.)

MIWE	Maryland Institute of Workforce Excellence
MOU	Memorandum of Understanding
MSDE	Maryland state Department of Education
MWE.....	Maryland Workforce Exchange
OEF/OIF	Operation Enduring Freedom/Operation Iraq Freedom
OJT	On The Job Training
PCA.....	Principal component analysis
RES	Re-employment Services
RFP	Request For Proposals
SWA	State Workforce Agency
STEM.....	Science, Technology, Engineering and Math
TAA	Trade Adjustment Assistance
TAP.....	Transition Assistance Program
TCA	Temporary Cash Assistance
TEGL	Training and Employment Guidance Letter
UI.....	Unemployment Insurance
USDOL	United States Department of Labor
VETS	Veterans Employment and Training Service
VFW	Veterans of Foreign War
VSO	Veteran Service Organization
WARN	Worker Adjusted Re-training Notification
WIA	Workforce Investment Area
WIASRD.....	Workforce Investment Act Standardized Record Data
WIB.....	Workforce Investment Board
WIFI.....	Workforce Investment Field Instruction
WIN	Workforce Investment Network
YLAP.....	Youth Leadership in Action Program
YO!	Youth Opportunity

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PROGRAM ADMINISTRATION DESIGNEES AND PLAN SIGNATURES

Name of WIA Title I Grant Recipient Agency:

Maryland Department of Labor, Licensing and Regulation
Address: 1100 N. Eutaw Street, Room 616
Baltimore, Maryland 21201
Telephone: 410-767-2997
Facsimile: 410-333-5355
E-mail: amoser@dllr.state.md.us

Name of State WIA Title I Administrative Agency (if different from the Grant Recipient):

Same As Above

Name of WIA Title I Liaison and Wagner-Peyser Grant Liaison:

Andrew Moser, Assistant Secretary, Division of Workforce Development
Maryland Department of Labor, Licensing and Regulation
Address: 1100 N. Eutaw Street, Room 616
Baltimore, Maryland 21201
Telephone: 410-767-2997
Facsimile: 410-333-5355
E-mail: amoser@dllr.state.md.us

Name of Wagner-Peyser Act Grant Recipient/State Employment Security Agency:

Same As Above – Department of Labor, Licensing and Regulation

Name and title of State Employment Security Administrator (Signatory Official):

Andrew Moser, Assistant Secretary, Division of Workforce Development
Maryland Department of Labor, Licensing and Regulation
Address: 1100 N. Eutaw Street, Room 616
Baltimore, Maryland 21201
Telephone: 410-767-2997
Facsimile: 410-333-5355
E-mail: amoser@dllr.state.md.us

As the Governor, I certify that for the State of Maryland, the agencies and officials designated above have been duly designated to represent the State in the capacities indicated for the Workforce Investment Act, Title I, and Wagner-Peyser Act grant programs. Subsequent changes in the designation of officials will be provided to the U.S. Department of Labor as such changes occur.

I further certify that we will operate our Workforce Investment Act and Wagner-Peyser Act programs in accordance with this Plan and the assurances herein.

Typed Name of Governor: The Honorable Martin O'Malley

Signature of Governor:  _____ Date: June 29, 2009

SECTION 1. CONTEXT, VISION, AND STRATEGY

1.1 Economic and Labor Market Context

Question IV in PY 2009 Stand-Alone Planning Guidance: Provide a detailed analysis of the State's economy, the labor pool, and the labor market context. (§112(b)(4).)

In responding to this question, the State should update its analysis to indicate how the economic downturn has impacted its economy and the labor market context. This analysis should include the following: 1) current and anticipated effects on employment by sector, 2) current and projected demographics of the available labor pool including income levels as appropriate, 3) describe any skills gaps the State faces for current and expected dislocated workers, and 4) the expected growth of skills due to economic recovery demanded by industries and occupations.

1.1.1 How the economic downturn has impacted the State's economy and labor market

As news on the national front worsened on virtually a daily basis, the economic downturn facing the nation has grossly impacted Maryland's overall economy and job markets in virtually every sector (**Figure 1**).

During the first six months of 2008, nearly twenty Maryland employers shuttered their operations according to official WARN letter filings. These closings, impacting businesses in every region of the State, resulted in the layoff of nearly 1,500 workers. This was just the beginning of the downward and unstable levels of Maryland's economic and labor markets. When the financial crisis reached global proportions by mid 2008, it sent shock waves throughout the economy.

By the 3rd quarter of 2008, the pressure was mounting and Maryland's economy was visibly faltering. Monthly job losses, reported in both August and September, pushed Maryland's business payrolls down by just over 10,000 jobs between the 2nd and 3rd quarters of 2008. Nearly every major business sector was affected. This decline caused industrial payrolls to plunge below last year's levels.

The fourth quarter in 2008 was a decisive turning point for Maryland jobseekers – a point when the downturn in Maryland abruptly shifted from slow motion to full speed ahead. Employment steadily declined and unemployment rose above 5.0%. By February 2009, the number of unemployed Marylanders had risen to an unprecedented high, topping 200,000. The unemployed headcount grew even higher in May, causing Maryland's unemployment rate to skyrocket to 7.2% (the highest level since 1983). Unemployment in Maryland, while rising, has remained well below that of the nation; in March 2009, Maryland's unemployment was the second lowest in the Mid-Atlantic region – only slightly above that of 7.1% in Virginia.

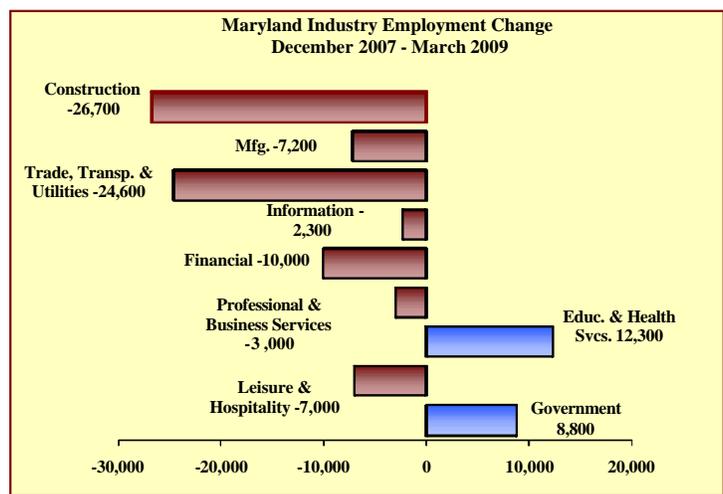


Figure 1. Employment Change by Industry

Deteriorating market conditions caused unemployment rates in each of Maryland's Workforce Investment Areas (WIAs) to not only rise above pre-recession levels, but also escalated rates in

Baltimore City, Western Maryland and the Lower Shore into double digits. **Figure 2** illustrates the rate unemployment by WIA.

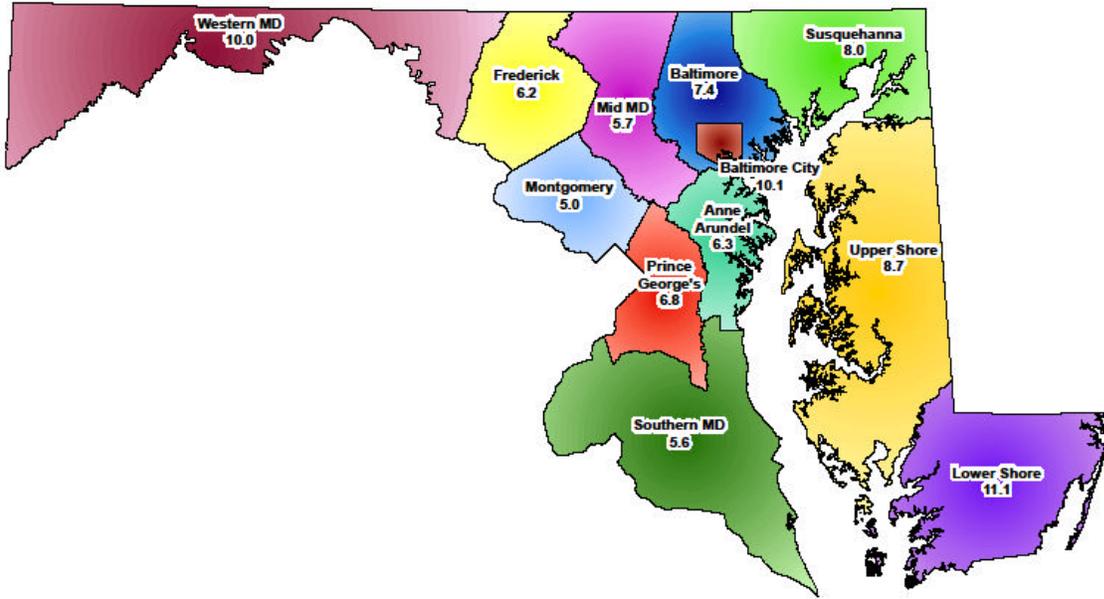


Figure 2. Unemployment by WIA, March 2009

Additionally, deteriorating market conditions have caused unemployment-filing activity to rise dramatically over the past nine months. The number of claims filings began to advance in September, rising without interruption through the end of the year until peaking at 42,982 in December. Furthermore, quarterly initial filings topped out at over 101,500 during the 4th quarter in 2008, and despite declining in January and February, ended the 1st quarter in 2009 on an even higher note. Nearly 106,000 initial claims were filed during the 1st quarter of 2009, up by nearly 60% from those in the 1st quarter in 2008 and about 86% higher than 1st quarter in 2007 filings.

Payment activity has reached unprecedented levels. During the 1st quarter of 2009, close to 960,000 weeks of unemployment were compensated, resulting in an outlay of about \$292.6 million from Maryland’s Unemployment Trust Fund.

In addition to regular unemployment compensation filings, activity under the Workshare Program (a short-time benefits program) allows workers whose hours have been reduced as an alternative to layoff to file for partial benefits – has also trended upward. During the 1st quarter in 2009, 39 employers were involved in the Workshare Program. Nearly 600 initial claims for short-time compensation were processed during that quarter; benefits were claimed for roughly 6,150 weeks compared to year ago levels of 350 and 1,045, respectively.

1.1.2 Current and anticipated impacts on employment by sector

Since December 2007 (the national recession start date), Statewide industrial payrolls have declined at a rate of 2.4% – a deceleration that translates into a loss of an estimated 62,400 jobs. As previously illustrated in Figure 1, every major private sector industry, with the exception of Education, Healthcare and Social Assistance, has been impacted. The cuts have been deepest in Construction where jobs have declined at a rate of 14.3%. An estimated 26,700 jobs have

disappeared from Construction payrolls, diminishing this industry presence in Maryland’s marketplace from 7.2% in December 2007 to 6.3% by March 2009. Likewise, performance in the consumer-sensitive Trade, Transportation and Utilities sector has also been curtailed dramatically by deteriorating business conditions. On average, nearly 1,650 jobs per month have been shed by this sector since December 2007. Approximately 80% of this decline has resulted from widespread downsizing in retail as general merchandise and clothing stores have been the hardest hit.

The current impact on each sector of Maryland’s Industry Employment Change shows how the economic climate became even cloudier in the months to follow. In Maryland alone, the Construction Industry lost 26,700 employees, counting as the industry that has suffered the most during the economy’s downturn. Also impacted are Manufacturing, Trade, Transportation and Utilities industries with combined losses of in excess of 24,600 employees. Suffering significant job losses are the Information, Hospitality, Leisure, and Financial industries averaging between 7,000 - 10,000 respectively. The table below depicts the impact of Maryland Industries from December 2007 through March 2009, while **Figure 3** depicts our seasonally adjusted unemployment rates against the nations.

Detailed Industries with the Largest Employment Changes December 2007 - March 2009

Positive	Negative
Educational Services	Specialty Trade Contractors
Hospitals	Employment Services
Nursing and Resident Care Facilities	General Merchandise Stores
Computer Systems Design and Related Services	Food Service and Drinking Places
Social Assistance	Clothing and Accessories Stores
Scientific Research and Development	Credit Intermediation and Related Services

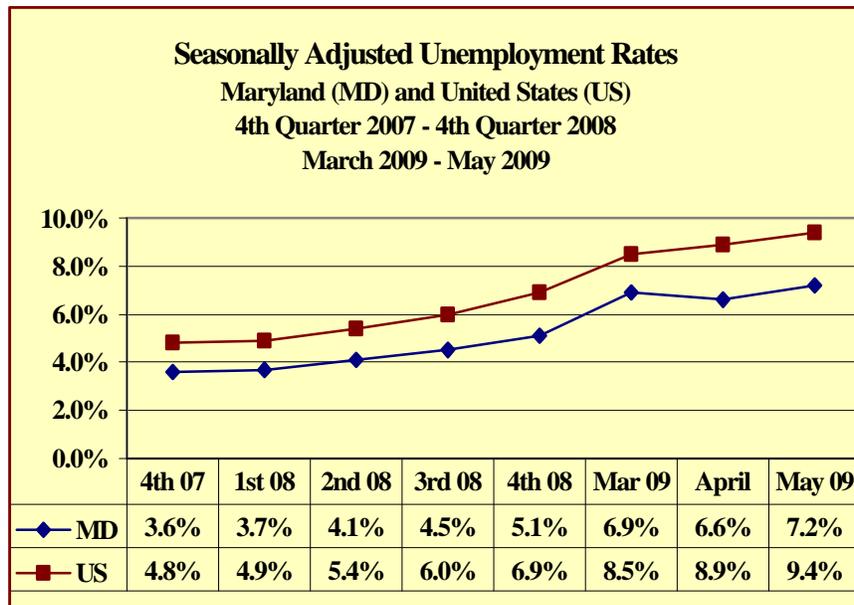


Figure 3. Seasonally Adjusted Unemployment Rate 4th Quarter Comparison for Maryland and the United States (2007 vs. 2008).

1.1.3 Current and projected demographics of the available labor pool

As with the rest of the nation, unemployment is highest among the less-educated and younger populations. According to the latest statistics available by demographic groups, in terms of rising joblessness, the economic slowing during 2008 appears to have had a greater impact on males, whites and persons aged 55 and over. As illustrated in (figure 4), the percentage increase for these groups was larger than other demographics.

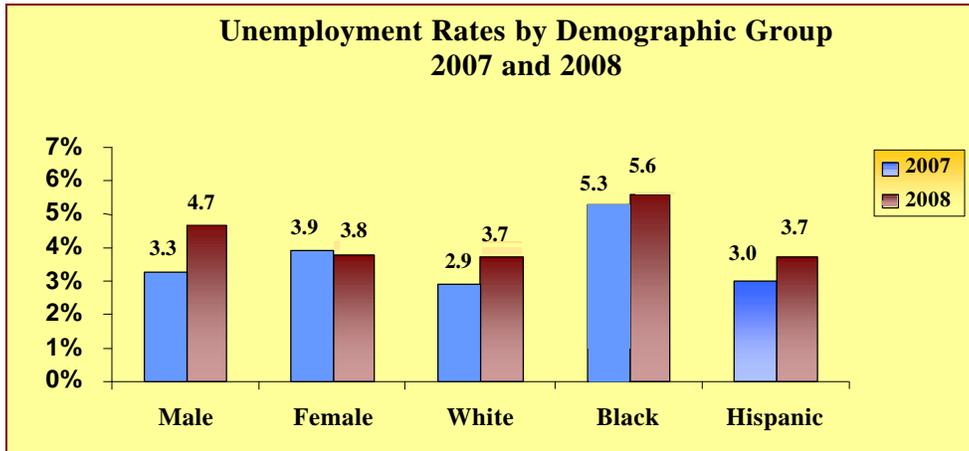


Figure 4. Rate of Unemployment Comparison by Demographic Group (2007 vs. 2008)

Older persons and workers 65 and over were the most severely impacted. Unemployment for this group has risen by three full percentage points, from 2.6% in 2007 to % 5.6% in 2008 (Figure 5). Additionally, more than half of Maryland’s growth since 2000 is attributed to foreign immigration.

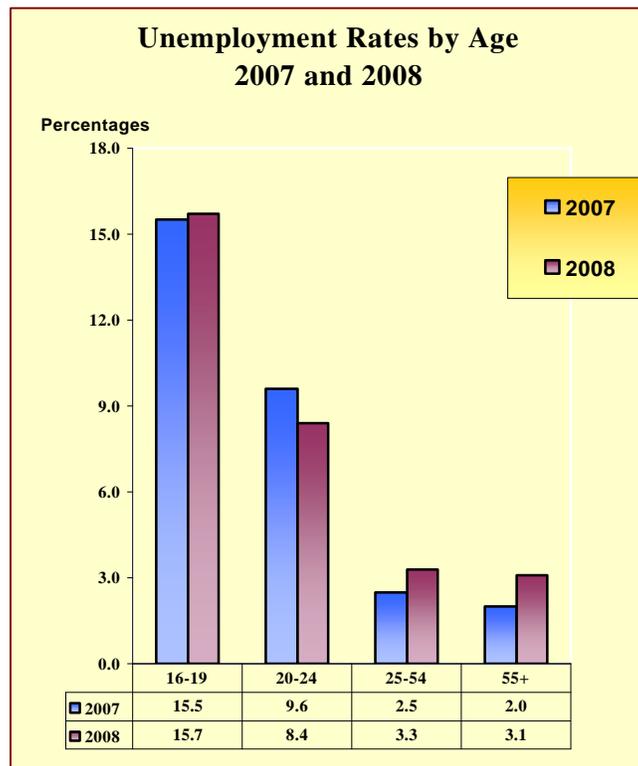


Figure 5. Comparison of Unemployment Rate by Age (2007 vs. 2008)

1.1.4 Skills gaps facing the State based on current and expected dislocated workers

Leading indicators show that even as Maryland's economic climate declines in certain sectors, many industries still face shortages of skilled workers and other emerging businesses that will require educated and skilled workers in the future. However despite the current recession and economic downturn, Maryland's prospects for long-term growth and competitiveness remain positive. This growth must be supported by a stable pipeline of workers. With this in mind, Maryland needs to continue to prepare a pipeline of workers for future recovery through the provision of a continuum of education and training opportunities that support the development of a skilled workforce.

In support of the Governor's vision for future recovery and the influx of Recovery Act funds to the State, the Governor's Workforce Investment Board (GWIB), Maryland's chief policy-making body for workforce development, recently issued policy guidance that provides a framework and set of recommendations to ensure that the Maryland Department of Labor, Licensing and Regulation (DLLR) Division of Workforce Development and Adult Learning (DWAL), Local Workforce Investment Boards (LWIBs), other State agencies, and workforce partners are successful in meeting the goals of the American Recovery and Reinvestment Act (ARRA) of 2009 . These goals include the following: transparency and accountability, judicious spending of Recovery Act funds, timely implementation of activities, increasing workforce system capacity, as well as using workforce data information to guide strategic planning and enhance service delivery.

Consistent with the Recovery Act principles, these policy guidelines outline key priorities for GWIB's vision for Maryland's workforce activities as they relate to economic recovery plans. The guidance builds upon the Governor's vision for workforce creation to increase the skills of Maryland's workforce, aligns with the goal of building a robust green economy and ultimately prepares the workforce for new green jobs.

In addition, the GWIB guidance suggests that these one-time ARRA funds could increase participation considerably in post-secondary education, training and apprenticeships as well as equip a significant number of our citizens with the education and skills necessary to compete in the national and global economies. Finally, the guidance touts strategies to return workers to jobs, increasing the State's investment in training, education and "up-skilling" which will provide access to newly created jobs and business and industry training partnerships.

1.1.5 Skills in demand by industries and occupations expected to grow.

Maryland has a limited and decreasing list of growth industries and occupation with skill in demand: Education, information technology, health care (e.g., nursing and allied health), and Government is currently at the top. Additionally, there is increasing growth in the areas of scientific research and services, as well as computer and electronics manufacturing in the Baltimore MSA.

Unlike like many other States across the country Maryland Cultivating and growing the state's base of Science, Technology, Engineering and Mathematics (STEM) workers has emerged as the major priority skill in demand. The expected move of thousands of jobs to Maryland as a result of the Base Realignment and Closure (BRAC) process makes this need for these skills all the more pressing. Further, the STEM industries face a looming retirement cliff as skilled baby boomers begin to retire and separate from the workforce. We understand we must develop a Base Realignment and Closure (BRAC) Worker Pipeline because not all of the current BRAC personnel will move to Maryland

along with their jobs. If incoming BRAC jobs go unfilled, they could very well be lost. The Maryland workforce development system will ensure that Maryland realizes as many potential BRAC jobs impacts by ensuring that new positions are filled quickly.

The influx of BRAC personnel and contractors to Maryland will result not only in significant construction activity, but also increased demand for personal services. According to a report produced by Regional Economic Studies Institute (RESI) in 2006, for every direct, on-base job that comes to Maryland, 1.96 additional spin-off jobs will be created. Specifically, Maryland will experience a rapidly growth demand for skilled workers in construction, day care and hospitality, among others.

The skills demand of BRAC provides an opportunity to address this issue by tapping into Maryland's underutilized and low-skilled adults, and ensuring they receive the training they need to become more productive members of the workforce. Through the investment of the ARRA funds and comprehensive planning and coordination Maryland will ensure that the pool of skilled professionals grows in step with employer demand. A review of emerging and expected labor force conditions in Maryland makes it clear that there is a need for the state to grow, attract and retain skilled professionals of all types, not just STEM and BRAC-related workers. In a single fiscal year (2005-2006), 25,000 residents exited Maryland and were replaced by 21,000 immigrants. In addition, the state's rate of population growth is slowing. The trend in migration, coupled with the state's slowing population growth, aging population and increasingly tight labor market conditions, all point to the same conclusion. Maryland needs to ensure that our pool of skilled professionals grows in step with the demand of industries and occupations.

According to a report released recently by the U.S. Census Bureau, roughly 20.6 percent of Maryland's adult population (or 730,000) was eligible for adult learning services as of 2000. Specifically, this population includes those adults age 16 or older who lack a high school diploma and who are not enrolled in school and adults who speak English as a second language and who have rated their ability to speak English as "well," "not well," or "not at all."

1.2 State Vision and Priorities

Question I.C. What is the Governor's vision for ensuring a continuum of education and training opportunities that support a skilled workforce? (§112(a) and (b)(4).)

In responding to this question, the State should review the vision for Employment & Training Administration's for implementing the Recovery Act in Section 4 of this TEG, and describe the Governor's new vision since the economic downturn. The description should include the Governor's vision for economic recovery, touching on the Act's principles and the Governor's view of how the Recovery Act funds can be integrated into transformational efforts to achieve an invigorated, more innovative public workforce system capable of helping enable future economic growth and advancing shared prosperity for all Americans.

1.2.1 Governor's vision for economic recovery

Leading indicators show that even as Maryland's economic climate declines in certain sectors, many industries still face shortages of skilled workers and other emerging businesses that will require educated and skilled workers in the future. However, despite the current recession and economic downturn, Maryland's prospects for long-term growth and competitiveness remain positive. This growth must be supported by a stable pipeline of workers. With this in mind, Maryland should continue preparing a pipeline of workers for future recovery through the provision of a continuum of education and training opportunities that support the development of a skilled workforce.

In support of the Governor’s vision for future recovery and the influx of Recovery Act funds to the State, the Governor’s Workforce Investment Board (GWIB), Maryland’s chief policy-making body for workforce development, recently issued policy guidance that provides a framework and set of recommendations to ensure that the Maryland Department of Labor, Licensing and Regulation Division of Workforce Development and Adult Learning (DLLR DWAL), Local Workforce Investment Boards (LWIBs), other State agencies, and workforce partners are successful in meeting the goals of the American Recovery and Reinvestment Act (ARRA) of 2009 . These goals include the following: transparency and accountability, judicious spending of Recovery Act funds, timely implementation of activities, increasing workforce system capacity, as well as using workforce data information to guide strategic planning and enhance service delivery.

Consistent with the Recovery Act principles, these policy guidelines outline key priorities for GWIB’s vision for Maryland’s workforce activities as they relate to economic recovery plans. The guidance builds upon the Governor’s vision for workforce creation to increase the skills of Maryland’s workforce, aligns with the goal of building a robust green economy and ultimately prepares the workforce for new green jobs.

In addition, the GWIB guidance suggests that these one-time ARRA funds could increase participation considerably in post-secondary education, training and apprenticeships as well as equip a significant number of our citizens with the education and skills necessary to compete in the national and global economies. Finally, the guidance touts strategies to return workers to jobs, increasing the State’s investment in training, education and “up-skilling” which will provide access to newly created jobs and business and industry training partnerships.

The policy recommendations put forth by the GWIB to facilitate a continuum of education and training opportunities that support a skilled workforce follows.

Training and Innovative Service Delivery

The Recovery Act’s intent related to the provision of training is consistent with the Governor’s vision to better prepare workers for the 21st century economy by encouraging increased participation in post-secondary training and/or apprenticeship opportunities. This strategy will prepare workers for post-recovery employment opportunities and better position Maryland’s workforce for the future. To that end, LWIBs are encouraged to take advantage of the Recovery Act to vastly increase the number of Marylanders who have access to skills training.

Specific Policy Recommendations

- ***Heighten Investment in Occupational Skills Training***
DLLR and the LWIBs are encouraged to increase career pathways training that leads to post-secondary credentials. Moreover, LWIBs are encouraged to allocate 70% of their Recovery Act WIA Adult and Dislocated Worker funds to career pathway strategies that result in occupational skills training leading to an industry-recognized credential or certification. While each LWIB has the flexibility to design its own plan for maximizing employment and training outcomes, LWIBs are encouraged to submit local plans that increase the number of adult and dislocated workers either placed in employment or training programs.
- ***Intensify Career Pathway Programs***
LWIBs should increase career pathway programs for adult and English language learners that lead to industry certification, credentials, apprenticeships, and/or employment. Therefore,

DLLR will need to provide proper training and technical assistance to frontline staff in the Locals in an attempt to ensure effective implementation of these programs.

- ***Increase Funding for Training and Support Services***

Local workforce areas have been encouraged to provide DLLR with a spending allocation plan that identifies the percentage of ARRA funds targeted for skills training and supportive services. While allocating less than 70% of ARRA funds toward training may be necessitated by the basal level and additional support needs of customers along with labor market circumstances, the GWIB strongly encourages LWIBs to meet the 70% training recommendation.

- ***Improve Training Outcomes and Credential Attainment***

The GWIB recommends training strategies that lead to or result in the achievement of industry-recognized credentials, post-secondary certification/degrees, and the completion of apprenticeships. Job preparedness, Adult Basic Education (ABE), and English as a Second Language programs may be considered the beginning of a career pathway when integrated with other skills training that moves Marylanders closer to obtaining industry-recognized credentials.

- ***Develop Sector Strategies and Foster Industry Partnerships***

LWIBs are encouraged to allocate at least 20% of their training funds to locally driven sector-cased industry partnerships. Under the Recovery Act, DLLR and LWIBs will engage vigorously in formulating sector strategies in collaboration with their local community colleges/universities, other local agencies, and training providers where appropriate. They are also encouraged to develop industry partnerships that supply high-demand industry sectors with skilled workers to meet critical workforce shortages while providing these workers with the skills training necessary to advance employment and income opportunities. As a direct result, this effort should align resources and training strategies for employers with a shared industry need and ultimately produce well-prepared job seekers equipped to compete for viable, demand-driven, industry-led employment opportunities.

Moreover, DLLR should develop a Statewide, sector-based grant program focusing on Healthcare, Energy, Manufacturing, Construction, or other high-growth industry sectors as identified by the GWIB or the LWIBs.

- ***Cultivate Green Job-Focused Training Programs***

Local areas should develop new and/or enhance existing training programs that will prepare workers for green jobs in energy efficiency and the renewable industries. Opportunities to collaborate with partners also in support of the green jobs initiative that may have access to additional sources of federal funding should be sought as well.

- ***Expand Base Realignment and Closure (BRAC) Related Training Initiatives***

DLLR and the LWIBs must develop and/or expand training initiatives to prepare and respond to the impact of BRAC on its current and impending workforce. Linkages to future BRAC employment opportunities will be explored.

- ***Strengthen Collaboration with Nonprofit Faith and Community-Based Organizations***

DLLR, the LWIBs, nonprofit faith and community-based organizations should collaborate to address the needs of populations heavily impacted by the recession likely to experience unique challenges in regaining employment.

- ***Flexible Use of Incumbent Worker Training Funds***

Use of the aforementioned training strategies will provide for increased flexibility in the delivery of customized training. Having the ability to generate direct contracts with higher education institutions, eligible training providers, and community-based organizations to provide incumbent worker training will allow for a more efficient use of Recovery Act funds.

The Governor’s vision for ensuring the continuum of education and training opportunities also involve the State’s efforts to close the “college readiness gap” by seeking to ensure that Maryland’s high school students graduate equipped with the tools necessary to excel in higher education. In an effort to address this readiness gap, the Governor, through executive order, established the P–20 Council.

This Council created an integrated Statewide system to better prepare Maryland students for employment in the 21st century while simultaneously enhancing the State’s economic competitiveness. This economic competitiveness created by a workforce with 21st century skills, fosters partnerships between State educators as well as the business community to generate new ideas that align with our educational systems’ need for innovative, ambitious employers prepared to equip students to compete in the 21st century.

The Governor recognized that these efforts would rise and fall based on the leadership of the education community, and therefore directed the State to push forward with a strategic framework for improving college readiness. To that end, the Governor charged the P–20 Council to action by establishing the current Science, Technology, Engineering and Math (STEM) Career and Technical Education (CTE) baselines, identifying the gaps between baseline and current needs while also developing a strategic plan to fill those gaps.

Recommendations from the P-20 Council’s STEM and CTE task forces include the expansion of career readiness curricula, an increase in STEM-certified teachers, and mandatory professional development for principals.

Specific recommendations from the Governor’s STEM Task Force include:

- Requiring the College-Preparation Curriculum for graduation from Maryland public high schools
- Providing a meaningful internship or cooperative education opportunity for every interested STEM student
- Tripling the number of STEM teachers certified in Maryland within the next five years
- Designing and implementing a Statewide, long-term, comprehensive induction program for all new STEM teachers

Specific recommendations from the Governor’s CTE Task Force include:

- Increasing the number of CTE programs of study in Maryland
- Requiring that all students graduate from high school both college and career ready
- Prioritizing funding that ensures CTE classrooms and equipment meet industry standards in order to successfully prepare students for industry certification and post-high school technical learning

In an effort to produce a more viable system that provides a continuum of education and training opportunities, the Governor recognizes the need to improve its effectiveness by streamlining the process for Marylanders to seamlessly from one training system to another as necessary. Therefore, the educational and employment training system should be conceptualized as a pyramid with the base of the pyramid being the K-16 system. He is keenly aware that without an effective, well-funded K-16 system, it will be virtually impossible to maintain the State’s competitiveness in the

global economy. Consequently, the State has taken numerous actions to increase the system's effectiveness. **These actions include the following:**

- Increase funding for the K-16 system for the Fiscal Year beginning July 1, 2009 albeit substantial budget shortfalls. An increase made possible by the provision of \$720 million in education funds through ARRA. A key part of the education budget is funding equalization for Maryland's poorer jurisdictions—non-court ordered funding legislation that Maryland was the first state to implement.
- Not slashing overall funding for the post-secondary system for the Fiscal Year beginning July 1, 2009.
- Maintaining the freeze on tuition for in-State undergraduate students at State schools.
- Approving the Maryland Higher Education Commission (MHEC) to administer various scholarship and aid programs that address workforce shortages especially in the Healthcare sector. One proven funding model implemented was a .01 percent surcharge on hospital patient revenues. The funds generated will address both existing and emerging workforce shortages particularly those resulting in Maryland receiving up to 60,000 new jobs due to BRAC. Because the State recognizes the importance of the community college system in both up-skilling and providing a lower cost alternative to post-secondary education for our existing workforce, it managed—even with budgetary constraints—to increase State funding for community colleges by 4.7%.
- Increasing school performance accountability for increased funding as Maryland continues to be on the forefront of developing groundbreaking systems to measure school performance. As a direct result, the High School Assessment (HSA) was fully implemented for graduating seniors in 2009 to ensure that students have the basic skills necessary to succeed in today's economy. The HSA is comprised of four multiple-choice tests in the following disciplines: Algebra/Data Analysis, Biology, Government, and English. Students are required to pass each test following completion of related discipline courses which serves as the basis for Maryland high school graduates.
- Providing opportunities for students to excel so that Maryland can compete internationally via offerings in the Advanced Placement (AP) International Baccalaureate as well as college level courses. Thus far, the State touts the highest percentage of high school students taking college courses and is also ranked first in the percentages of high school students passing the AP examination. While progress has certainly been made, future State emphasis will be on escalating the number of minorities passing the AP exam.

An often overlooked, but equally important component of the K-16 pyramid is the Safety Net System that must be employed for Maryland to continue to be a leader in the education and training realm. Therefore, recent legislation has introduced several actions to shore up that all students in the state of Maryland's basic needs are met. **This Safety Net System includes the following:**

- An expansion of the Maryland Children's Health Program (MCHP) that provides full health benefits for children up to age 19 and pregnant women of any age by raising income eligibility levels. These levels include children under age 19, who are not eligible for Medicaid, and whose countable income is at or below 200% of the Federal Poverty Level (FPL) and pregnant women of any age who meet the income guidelines of at or below 250%. As with education, ARRA funds have played a key role in Maryland being able to expand this coverage.
- The Governor signing two important pieces of passed legislation that would affect the Unemployment Insurance (UI) system. First, legislation was passed to increase weekly

maximum benefits by 8%– raising it from \$380 to \$410. More importantly however, is the legislation passed to expand the coverage of 420,000 part-time employees. This coverage expansion addresses the steady decline of Marylanders once deemed ineligible for UI benefits. Again, the initial funding and impetus for this change stemmed from the ARRA provisions.

The peak of the pyramid consists primarily of federally funded programs whose emphasis is either on providing a “second chance” to those that unsuccessfully navigated the K-12 System, or those who have become unemployed due to changing labor markets and new skill requirements. The Governor, like most business members of the LWIBs, was struck by the plethora of programs. Each program had different requirements and regulations, although aimed at serving similar populations.

In a perfect world these programs would be integrated at the federal levels, but given the inherent conflicts between Congressional Committees over jurisdiction, as well as the competition between various federal agencies, integration is not likely to happen. So, in an attempt to circumvent this lack of integration, the Governor, his Cabinet, and the Legislature tried to make the provision of services friendlier to those in need of the services. **In trying to accomplish this, there were a number of guiding principles which included the following:**

- Integrating services (to the extent possible) at the State and local levels
- Identifying and eliminating unnecessary duplication
- Increasing administrative efficiency and funds available for direct services
- Continuous examination of service delivery process that will identify steps to increase effectiveness and efficiency
- Identifying and implementing a structure to more effectively involve the private sector and government entities in developing world class workforce programs

The Governor has taken several actions that should help Maryland improve the efficiency and effectiveness of these programs to include the following:

- Implementing the State Stat program which provides an ongoing mechanism for setting goals, tracking progress, follow-up and deployment of resources
- Establishing the Governor’s Delivery Unit charged with ensuring the accountability of the ARRA funds
- Transferring the Adult Education, Correctional Education, and the GED testing program from the Maryland State Department of Education (MSDE) to the Department of Labor, Licensing, and Regulation (DLLR) effective July 1, 2009. The legislation called for the programs to be transferred to DLLR’s Division of Workforce Development which is currently responsible for all Title I programs, Wagner-Peyser programs, Veterans Programs, Trade Adjustment Assistance, BRAC and some State-funded initiatives
- Signing legislation that establishes the Maryland Workforce Corporation (MWC) effective July 1, 2009. **The purpose of the MWC is accomplish the following:**
 - 1) Work in conjunction with the Department and other State agencies to establish a plan and framework for innovative, demand–driven programs across the State that will supplying Maryland workers with the opportunity to acquire and develop the education and skills needed to participate fully in the workforce.
 - 2) Solicit, acquire, and coordinate private and public funding thus assuring a reliable funding stream for the existing programs

3) Obtain resources for those Statewide workforce programs developed under this subtitle from private and public sources

Question I.E. What is the Governor's vision for ensuring that every youth has the opportunity for developing and achieving career goals through education and workforce training, including the youth most in need of assistance, such as out-of-school youth, homeless youth, youth in foster care, youth aging out of foster care, youth offenders, children of incarcerated parents, migrant and seasonal farm worker youth, youth with disabilities, and other youth at risk? (§112(b)(18)(A.)

In responding to this question, the State should review ETA's vision for implementing the Recovery Act in Section 16 of this TEGE to reconnect disconnected youth through multiple pathways to education and training that enable them to enter and advance in the workforce. The State should describe its strategy for serving youth with funds from the Recovery Act, as well as how its strategies will be adjusted to respond to the economic downturn. What activities will the State focus on (i.e., primarily focus on summer employment opportunities, the full range of WIA youth services, or a combination)? Describe how plans for the Recovery Act youth activities will complement the State's overall vision for serving youth under WIA.

1.2.2 Ensuring youth the opportunity to develop and achieve career goals

Recovery Act youth funding will provide an unprecedented opportunity to afford nearly 6,000 Maryland youth suitable work and learning experiences, while also contributing to the economic recovery effort via immediate payment of wages and subsequent spending. Maryland's workforce system has long supported youth work experiences through internships, summer jobs, work-based learning and year-round programs to support in and out of school youth, while preparing Maryland's future workforce.

To demonstrate continued commitment to providing youth with the education and skills necessary to successfully transition into the workplace, the GWIB has set forth the following recommendations:

- ***Increase Summer Youth Employment and Year-Round Work Experience***
Local areas are encouraged to expend as much of the Recovery Act funds possible to operate expanded summer youth employment during the summer of 2009. Areas are also charged with providing work experiences throughout the year as well.
- ***Guarantee High-Quality, Industry-Related Youth Programs***
Local areas should ensure that summer employment opportunities and work experiences are high quality and related, when possible, to Maryland's high-growth industry sectors.
- ***Expend Funds Quickly***
Local areas must expend the summer youth funds quickly in order to have a stimulating effect on the economy, while ensuring that quality programs are in place.
- ***Serve Out-of-School Youth***
Local areas must allocate a minimum of 30% of funds for serving out-of-school youth. DLLR and LWIBs are encouraged to partner with local foster care transition programs, as well as disability and juvenile service agencies to expand services to disconnected youth.
- ***Incorporate "Work Readiness" Training***
All summer employment activities must contain a locally approved "work readiness" component to ascertain that youth are prepared with the basic skills necessary to succeed in the workforce.
- ***Linkages to Apprenticeship***
Local youth programs should be linked with pre-apprenticeship/apprenticeship training. Whenever possible, programs should be related to high-growth sectors.
- ***Enlist Business Support and Participation***
The GWIB will conduct outreach to various business associations and Chambers of Commerce encouraging employers to contact their LWIBs to provide work opportunities for youth.

These strategies, designed by the GWIB's Emerging Workforce Committee (EWC), complement the State's overall vision for serving youth under WIA. The Committee is comprised of representatives from a broad spectrum of educational and human services agencies, nonprofit organizations, and the corporate community and has worked toward developing a youth workforce policy framework. This framework includes a set of recommendations for ensuring successful transition of all Maryland youth from post-secondary education to higher institutions of learning with an emphasis on those disconnected youth with barriers. Additionally, the Committee's work is aligned with the Governor's vision for producing a future workforce that is highly educated and qualified to meet the expectations and demands of the 21st century labor market.

The EWC recommends that the State educational system adopt the following:

- Ensure that public schools (i.e. pre-kindergarten through grade 12, higher education, and community providers) prepare “workforce ready” youth that can transition into 21st century careers.
- Commit to improving graduation rates and require the collection of consistent, accurate data. Any data collection system should follow the student from middle through high school and develop accountability procedures for improving graduation rates.
- Review programs of instruction to ensure that requirements support 21st century workplace skills. Additionally, Maryland school systems must develop and implement comprehensive, meaningful “school-to-careers” plans illustrating how the Maryland Career Development Framework (COMAR 13A.04.10.01 and .02) promotes career awareness, exploration, informed career decision-making, and the acquisition of 21st century skills.
- Include Statewide professional development training for teacher preparation in the exploration of 21st century careers, career development, skill acquisition, youth mentoring and problem/project-based learning so that teachers can effectively integrate concepts, content, and skills in their respective curriculums.
- Take an aggressive leadership role in providing high quality workplace-based learning for all youth, regardless of educational program or level of instructional support. These learning opportunities should draw a connection between academic skills and real-life work experience.
- Support the efforts of the P-20 Council's CTE Taskforce as it makes recommendations regarding expansion of CTE programs.
- Furnish multiple career pathways for youth in every local jurisdiction to increase opportunities for academic and eventual career success.

Moreover, it is one of the State's primary goals to create and/or expand programs and services that provide authentic options to not only engage active students in learning, but also effectively capture the attention of disconnected youth. This expansion will assist students in ultimately achieving academic and industry-recognized credentials in a career pathway with great potential for growth and advancement.

Therefore, the EWC also recommends the following policy actions:

- Require systematic approaches to increase academic skills, promote school choice programs, and encourage greater student application to Smaller Learner Communities and grants in support of high school reform.

- Establish community-based hubs for easy access to culturally appropriate services, as well as processes that reconnect out-of-school youth to learning environments where they can achieve the Maryland high school credential.
- Develop and implement a system of incentives under the Youth Entitlement Incentive Plan that provides employment opportunities for disconnected youth upon attainment of the Maryland high school credential.
- Promote the Career Development Framework to community-based organizations so that all children and youth benefit from the same kind of career and employability skills development, as well as informed career planning and decision-making.
- Broaden the menu of job training programs and educational options with flexible schedules to encourage youth to reconnect and prepare for 21st century labor market participation. Training programs with more flexible schedules may provide more opportunity for participation and completion of detached youth.

In establishing a policy framework of actions that connect State agencies and organizations under a common vision of youth workforce preparation, the EWC recommends the following policy actions:

- Create a web-based portal linking information on all State/local youth-focused resources, programs, and services in an effort to provide easy access to career development and related resource contact information for youth, parents, State local child-serving agencies, as well as community and faith-based organizations.
- Undertake a public awareness campaign.
- Explore the development of a data sharing system, similar to one in Florida, which allows organizations and agencies serving young people to exchange valuable information and track individuals through programs and services, using a unique student identifier.
- Task the P-20 Council to establish accountability measures that would permit the collection and tracking of outcome data to measure post-secondary success.

In order to effectively engage the employers as partners in solution-building for youth, the EWC recommends the following policy actions:

- Increase State efforts to provide direct linkages between the public education system and non-traditional State-funded training providers i.e. the Department of Juvenile Services (DJS) and other youth-serving organizations with pre-apprenticeship, registered apprenticeship and employer-based apprenticeship programs that will provide Maryland youth with expanded opportunities to enter living-wage careers in high-growth sectors.
- Promote the awareness of employer needs, the demand for skilled workers, and youth service education/training programs to entice employers to partner with the State to provide youth with meaningful workplace exposure and experience.
- Solicit input from employers and business groups on creating effective incentives that will increase employer engagement in workplace-based learning for students and securing teacher externships that provide work experience in the business community. **The following strategies are also being considered:**

- 1) Promoting targeted tax incentives for hiring youth i.e. the federal Work Opportunity Tax Credit and the State Tax Credit for Workplace Based Learning Programs;
- 2) Creating set-asides for youth work experience in State contracts, as a condition of award;

- 3) Legislating a Statewide, State-funded internship program with subsidized student stipends;
- 4) Establishing a program that encourages State/local agencies to become actively involved in offering workplace-based experiences for youth; and
- 5) Developing a Governor's award program for acknowledging Outstanding Community Employer Innovation and Performance in support of workplace-based learning for youth.

- Communicate the importance of community involvement in Statewide forums
- Market One-Stop Career Centers as intermediaries to link youth and employers

1.2.3 Governor's Key Workforce Investment System Priorities

Question II. Identify the Governor's key workforce investment system priorities for the state's workforce investment system and how each will lead to actualizing the Governor's vision for workforce and economic development. (§§111(d) and 112(a).)

In responding to this question, states should reflect on shifting priorities necessitated by the economic downturn and areas of focus for economic recovery. States should identify the Governor's key workforce investment priorities for the use of the Recovery Act funds infused into the state's workforce investment system and how each will lead to actualizing the Governor's new vision.

In a February 2009 speech, Governor O'Malley discussed how ARRA funds would help Maryland:

- Avoid 700 layoffs and forgo painful cuts throughout our budget
- Sustain 90,000 jobs (including 20,000 related to transit infrastructure)
- Make the dreams of a college education more of a reality for 53,000 residents
- Provide an additional \$100 per month in unemployment insurance benefits to over 200,000 people who have lost their jobs during these tough times; and
- To invest more than \$1 billion to modernize at least 138 public schools.

In response to the nation's current economic downturn, Governor O'Malley has issued several workforce investment policies for Maryland to assist workers in retooling their skills and/or reestablishing themselves in viable jobs and career paths. Each is aligned with ARRA workforce priorities and activities and adheres to USDOL principles to further guide Maryland's workforce system in successfully meeting the goals of the Recovery Act. These priorities are:

1. Maryland's One Stop Workforce System and Newly Created Jobs.
2. Transparency and Accountability.
3. Expedited and Effective Use of Funds, With Expenditures Made Concurrently With Regular Formula Funds.
4. Training and Innovative Service Delivery.
5. Youth Programs and Summer Youth.
6. Increase Local Training Caps and Needs Related Support Payments.
7. Emphasis on Serving Low-income, Displaced and Under-skilled Adults, Disconnected Youth, Veterans, Individuals with Disabilities, Ex-Offenders, and others with barriers to employment.

<p>1. Maryland's One Stop Workforce System and Newly Created Jobs.</p> <ul style="list-style-type: none"> ■ <u>New Job Opportunities Should be Posted on Maryland's Public Labor Exchange:</u> Employers receiving state contracts funded by ARRA should post all new job openings on the state's public labor exchange system known as the <i>Maryland Workforce Exchange (MWE)</i>. This will enable all job seekers to view and, if appropriate, pursue new jobs created, as well assist job placement coordinators in identifying ARRA reemployment opportunities for job seekers. ■ <u>Encourage First Choice Hiring Through Local One Stop Centers:</u> Employers receiving state contracts with ARRA funds are encouraged to first contact the local one-stop workforce center in their area to recruit workers, or seek other workforce/business services, such as worker training programs, tax credits, etc. Maryland's One-Stop workforce system can be a swift, efficient and cost effective job matching and training resource for employers' attempting to fill jobs created through Recovery Act investment. ■ <u>Data Collection through One-Stop Registration:</u> Employers and one-stop centers will have all new and potential hires "registered" in the MWE to ensure accurate data collection and tracking of employment outcomes.
<p>2. Transparency and Accountability.</p> <ul style="list-style-type: none"> ■ <u>Increase Fiscal Monitoring:</u> DLLR's DWD will increase the rigor of its fiscal reporting, to include the most up-to-date information, and adopt a model of monthly fiscal monitoring of local workforce areas which will be reported to the Governors Delivery Unit and the State Stat Monitoring System. ■ <u>Provide Quarterly Fiscal Reporting to the GWIB:</u> DLLR's DWD will provide a quarterly fiscal report to the GWIB on the tracking of funds and spending rates. ■ <u>Ensure Accurate and Prompt Fiscal Tracking:</u> In addition to DLLR's usual fiscal monitoring, DWD should ensure timely prompt and accurate reporting to Maryland's www.MD.Recovery.gov website.
<p>3. Expedited and Effective Use of Funds, With Expenditures Made Concurrently With Regular Formula Funds.</p> <ul style="list-style-type: none"> ■ The GWIB encourages local WIBs to ensure these funds are effectively expended by June 30, 2010. ■ DLLR/DWD and local areas will be monitored to ensure that hiring freezes, procurement delays and other local policies are addressed to facilitate the prompt use of ARRA funds. DLLR and LWIBs should be mindful of the temporary nature of the Recovery Act funding. ■ DLLR/DWD and local areas should explore expedited procurement processes under current state and local law. ■ DLLR/DWD should monitor local expenditures to ensure the continued use and expenditures of regular formula WIA funds, in addition to the added ARRA funds. ■ DLLR should evaluate local spending to ensure prompt expenditures. If local ARRA spending is not meeting requirements set forth by DLLR, the agency will provide guidance to the local area on expediting spending. If appropriate, DLLR will consider reallocating funds to other need areas across the state. ■ Local workforce areas are required to submit comprehensive plans to DLLR/DWD for use of Recovery Acts funds.
<p>4. Training and Innovative Service Delivery.</p> <ul style="list-style-type: none"> ■ <u>Each local WIB has the flexibility to design its own plan for maximizing employment and training outcomes.</u> The GWIB encourages LWIBs to submit local plans and strategies to DLLR that plan to increase the number of adults and dislocated workers that are either placed in employment or placed into training programs. ■ <u>Increase Occupational Skills Training:</u> The GWIB encourages DLLR and LWIBs to increase career pathways that lead to post secondary credentials. Maryland workforce investment boards should allocate at least 70% of their ARRA WIA Adult and Dislocated Worker funds to career pathway strategies that result in occupational skills training leading to an industry recognized credential/certification. (Local workforce areas may request a state waiver to allocate less than 70% towards training if necessitated by local needs and conditions, labor market circumstances, or to meet additional support needs of customers). Job preparedness, adult basic education and ESOL programs may be considered the beginning of a career pathway when integrated with other training that leads towards an industry credential outcome. ■ <u>Increase Training Outcomes and Credentials:</u> GWIB recommends that training strategies lead to, or result in, the achievement of recognized industry credentials, post secondary certifications/degrees, and completion of apprenticeships or pre apprenticeships. ■ <u>Increase Sector Strategies/Industry Partnerships:</u> Local WIB's are encouraged to allocate at least 20% of their training funds to locally driven sector-based industry partnerships. Under ARRA, DLLR/DWD and local workforce boards should vigorously engage in targeted "sector strategies (or "industry partnerships)", in collaboration with their institutions of higher education, community colleges, other local agencies and training providers' where appropriate. LWIB's and DLLR are encouraged to develop industry partnerships that (1) supply high-demand industry sectors with skilled workers to meet critical workforce shortages; and (2) provide workers with skills training needed to advance their employment and income opportunities. This effort should align resources and training strategies for a group of employers with a shared industry need. These strategies should be demand-driven and industry-led, preparing jobseekers for real job opportunities. DLLR should provide training and technical assistance to local areas to ensure effective implementation of sector initiatives/partnerships. ■ <u>DLLR/DWD should develop a state wide sector-based grant program:</u> This program should focus on healthcare, energy,

manufacturing, construction or other high growth industry sectors identified by the GWIB or the LWIB.

- GWIB, DLLR, LWIBs, and other partners are encouraged to collaborate around the development of training programs, particularly those related energy and “greener jobs”: Local areas should identify opportunities to prepare workers for “greener jobs” by enhancing existing or developing new training programs that will prepare workers and place them in careers in energy efficient and renewable energy industries. Local areas should also seek opportunities to collaborate with partners that represent other sources of federal funding in support of “greener jobs” initiatives.
- Increase Career Pathways for Adult Education and English Language Learners: LWIBs should increase “career pathway” programs for Adult Education and English Language learners that lead to an industry certification or credential, apprenticeships, and or a job. DLLR should provide training and technical assistance to local areas to ensure effective implementation of adult education career pathways programs.
- Increase Use of Contract, Customized and Incumbent Worker Training: In addition to the usual WIA training strategies employed by the one-stop system, LWIBs should employ training strategies as outlined in **USDOL TRAINING AND EMPLOYMENT GUIDANCE LETTER NO. 14-08**. This guidance provides for increased flexibility in the delivery of training and includes increased use of customized training, direct contracts with institutions of higher education and other eligible training providers, and contracts with community-based organizations for the provision of training, and incumbent worker training. These direct contracts allow for a more efficient and effective use of ARRA funds.
- Training Initiatives Should Support Maryland’s Efforts to Prepare a BRAC Workforce: Where possible, training initiatives should consider their linkage to future BRAC employment opportunities.
- Increased Collaboration with Non-Profit Faith and Community Based Organizations: DLLR, LWIBs and faith based and community organizations should collaborate to address the needs of populations that have been heavily impacted by the recession, and have particular challenges in regaining employment.

5. Youth Programs and Summer Youth.

- Increase Summer Youth Employment Opportunities and Work Experiences Throughout the Year: GWIB concurs with USDOL’s guidance encouraging local areas to use as much of these funds as possible to operate expanded summer youth employment programs during the summer of 2009, and to provide as many youth as possible with summer employment, as well as work experiences throughout the year.
- Ensure High Quality Youth Programs: Local areas should ensure that summer employment opportunities and work experiences are high quality and related, when possible, to Maryland’s high-growth industry sectors.
- Expend Funds Quickly: Local areas must expend the funds quickly in order to have a stimulative effect on the economy, while ensuring that quality programs are in place.
- Ensure Service to Out-of-School Youth: Local areas must ensure that a minimum of 30 percent of funds are used for serving out-of-school youth. DLLR and LWIBs are encouraged partner with local foster care transition programs, and disability and juvenile service agencies to expand services to disconnected youth.
- Incorporate “Work Readiness” Training: All summer employment activities must contain a locally approved “work readiness” component to ensure youth are prepared with the basic skills to succeed in the workforce.
- Linkages to Apprenticeship: Local youth programs should be linked with pre- apprenticeship or apprenticeship training, and whenever possible high-growth sectors.
- Enlist Business Support and Participation: The GWIB will distribute a letter to statewide business associations and Chambers of Commerce encouraging employers to contact local WIBs to create work opportunities for youth.

6. Increase Local Training Caps and Needs Related Support Payments.

- Increase Local Training Caps to Support Long Term Skills Training: Local WIBs should increase training caps to support a longer term education and training strategies that lead to credential and/or degree attainment in high-demand occupations or high-demand skills.
- Increase Needs-Related Support Payments: Local WIBs are encouraged to increase the limits of needs-related payments to support and sustain the efforts of customers engaged in longer term training and job seeking activities.

7. Emphasis on Serving Low-income, Displaced and Under-skilled Adults, Disconnected Youth, Veterans, Individuals with Disabilities, Ex-Offenders, and others with barriers to employment.

- DLLR and local areas should pay particular attention to serving low-income, dislocated and under-skilled adults, disconnected youth, veterans, individuals with disabilities, ex-offenders, and others with barriers to employment.
- Local areas must continue to incorporate "priority of services" for veterans and eligible spouses sufficient to meet the requirements of 20 CFR Part 1010.
- One Stop Partners Should Support and Participate in One Stop Activities: Other Ones Stop Partners (identified through the Workforce Investment Act or local Operational Plan) that receive ARRA funds, should utilize or leverage their allocation of ARRA funds in support of One Stop efforts. The expenditure of ARRA funds by the One Stop Partners should support the role that the partner's program plays in the One Stop system whether that is Core, Intensive or Training services. Local Operational Plans and Resource Sharing Agreements provide the mechanism for Local Workforce Investment Boards to incorporate partner ARRA funding into the One Stop system.
- Individuals with Disabilities and Other Untapped Populations Should Receive Needed Supports: Untapped populations may have needs that require longer term support and assistance. DLLR and LWIBs are encouraged to provide supports to these populations and to collaborate with existing partners and other community based organizations to ensure service delivery. Training and guidance should be made available to ensure people with disabilities and other untapped populations are adequately served.
- Workforce Investment Area Partnership with Local Department of Social Services: Low-income TANF customers required to meet the Federal Work Requirements will be provided job readiness and placement services through comprehensive coordination.

Additionally, DLLR-DWDAL and our Department of Human Resources have embarked upon a novel effort to promote coordination between local workforce one-stops and Department of Social Services offices. Through an Inter- Agency Agreement \$5M of TANF funds have been invested into the Workforce System to provide intensive job readiness and placement support services to TANF customers and foster youth. Maryland's commitment to the education of both our children and our working adults has led to the formation of:

- A Workforce Creation Sub-Cabinet to re-align state agencies, identifies potential synergies, and increase efficiencies.
- The P-20 Leadership Council -to better align our educational system with workforce goals. The new Council brings our many departments together with the University of Maryland System to ensure we are preparing students, from pre-K through post-secondary studies, for the jobs of the 21st Century.

Governor O'Malley strongly believes that these priorities and principles will assist in the productive use Maryland's Recovery Act funds, prepare and train more Marylander's for future careers and support a sustained economic recovery.

1.3 Overarching State Strategies

Question V.B. What strategies are in place to address the national strategic direction discussed in [Section 4] of this guidance, the Governor's priorities, and the workforce development issues identified through the analysis of the State's economy and labor market? (§112(b)(4)(D) and 112(a).)

The State's response to this question should describe the State's key, actionable strategies it is deploying to achieve the Governor's vision for the use of Recovery Act and regular formula funds. ETA is interested in how the State is connecting and integrating recovery activities to ongoing workforce investments. The responses should provide actionable direction to local areas.

- How workforce investment system resources, both stimulus and regular formula funds, can be deployed to serve increased numbers of workers in need.
- How adults and dislocated workers, including low-income adults, who need to acquire new skills will have increased access to education and training opportunities.
- How the State will address a dual-customer approach, meeting the skill needs of existing and emerging employers and high-growth occupations as well as the needs of under-skilled adults.

- How workforce activities (e.g., adult education, job training, postsecondary education, registered apprenticeship, career advancement, needs based payments, and supportive service activities) will be aligned in career pathways both now in implementing the Recovery Act and in the transformed workforce system of the future.
- How the State will partner to develop workforce solutions with community colleges, business and labor organizations, registered apprenticeship program sponsors, civic groups, and community organizations to align workforce development strategies and align workforce strategies with strategies for regional development and shared prosperity.

Maryland is well-positioned to address the national strategic direction as outlined by the U.S. Department of Labor through the vision and strong support of the Governor and the collaboration between the GWIB, local departments and workforce development partners. As evidenced throughout this plan, Maryland is creating a demand-driven, supply-focused workforce development system, led by business and supported through integrated One-Stop Career Centers. A synergy has been created where workforce information drives analysis by business-led communities that result in strategies that will impact economic and workforce development. Once high-growth, high-demand industries and occupations are identified and validated, State and local areas can effectively recruit and prepare the appropriate workforce and the education system can respond appropriately. Seamless service delivery to both the job seeker and business customers is a priority and is therefore supported by State policy, local administrative control, common data collection/reporting, and integrated staff development and monitoring. Overall, the involvement of State/local, faith-based, and community partners will provide enhanced resources to support and maintain the workforce investment system.

The State is connecting and integrating recovery activities to ongoing workforce investments via the following strategies:

- ***Maintaining a One-Stop Workforce System***
Maryland maintains a robust workforce system designed to match qualified workers with employers. With a system that boasts 33 One-Stop workforce centers located in every county, Marylanders have access to the tools and resources required for job readiness, training, and placement in viable employment. Additionally, the One-Stop System is designed to serve dislocated workers, under/unemployed adults as well as youth entering the workforce.
- ***Posting ARRA-Funded Employment Opportunities on the Public Labor Exchange***
Employers receiving State contracts funded by the Recovery Act are all encouraged to post job openings on the State’s public labor exchange system, known as the Maryland Workforce Exchange (MWE.) This will enable every jobseeker to view and when appropriate, pursue employment online as well as assist Job Placement Coordinators in identifying Recovery Act employment opportunities for jobseekers.
- ***Encouraging Swift Employee Recruitment***
Employers receiving State contracts with ARRA funds are encouraged to first contact their local One-Stop workforce center to recruit workers or seek additional workforce/business services i.e. worker training programs, State tax credits, etc. For employers attempting to fill jobs created through Recovery Act funding, Maryland’s One-Stop workforce system can be a swift and efficient job matching and training resource.
- ***Intensifying Career Pathway Programs***
LWIBs should increase career pathway programs for adult and English language learners that lead to industry certification, credentials, apprenticeships, and/or employment. Therefore, DLLR will need to provide proper training and technical assistance to frontline staff in the Locals in an attempt to ensure effective implementation of these programs.
- ***Strengthening Collaboration with Nonprofit Faith and Community-Based Organizations***

DLLR, the LWIBs, nonprofit faith and community-based organizations should collaborate to address the needs of populations heavily impacted by the recession likely to experience unique challenges in regaining employment.

▪ ***Flexible Use of Incumbent Worker Training Funds***

Use of the aforementioned training strategies will provide for increased flexibility in the delivery of customized training. Having the ability to generate direct contracts with higher education institutions, eligible training providers, and community-based organizations to provide incumbent worker training will allow for a more efficient use of Recovery Act funds.

▪ ***Increasing Local Training Caps and Needs-Related Support Payments***

LWIBs are responsible for determining local policies that guide the use of resources for purposes of skills training and support payments. Historically, LWIBs focused on short-term support payments—which supported short-term efforts. Given the Recovery Act’s focus on longer term training strategies and outcomes, local areas are encouraged to increase local training caps to support short and long term training opportunities that lead to credential and/or degree attainment in high-demand occupations or high-demand skills.

Local areas are also responsible for determining needs-related support payments

(i.e. transportation, child care, dependent care, housing, et al) that may be necessary to enable WIA enrolled adults and dislocated workers to successfully participate and complete activities authorized under WIA. With the influx of Recovery Act funds, local areas are encouraged to increase spending caps on needs-related payments to support and sustain the efforts of customers which will undoubtedly improve customer success in training certification and job attainment.

1.4 Service Delivery Strategies, Support for Training

Question IX.G. Describe innovative service delivery strategies the State has or is planning to undertake to maximize resources, increase service levels, improve service quality, achieve better integration or meet other key State goals. (§112(b)(17)(A).)

In answering this question, the State should describe innovative State strategies to accomplish the State's vision and achieve the goals of the Recovery Act, including how the State will:

- Increase services to workers in need.
- Support the full range of One-Stop Career Center customers in acquiring the skills needed to attain jobs in high-growth, high-wage industries and occupations, including such supports as needs-based payments, basic skills remediation, English as a second language, and supportive services.
- Ensure education and training delivered through the workforce system results in education and workforce skills of demonstrated value, and focus assessments and certifications towards the next level of education and employment.
- Strategically use youth, dislocated worker and adult Statewide funds to quickly deliver innovative services.
- Provide targeted work experiences in order to prepare individuals for job opportunities in new industries or occupations, particularly using registered apprenticeship and on-the-job training for all jobseekers, and summer work experience for youth.
- Align workforce activities with education strategies and economic and community development strategies to meet skill needs of jobs and industries important to the local and regional economies and meet the needs of under-skilled adults.

A major barrier to providing occupational skills trainings to unemployed youth and adults and also to providing upgraded training to incumbent workers is that many in need of such training are basic skills deficient. The State faced a significant challenge in that if basic and remedial education were not offered to the skill deficient, then much of the population in need would never receive appropriate skills training. However, if the State elected to provide those educational services primarily from WIA funding, funding would be reduced dramatically for skills training in the State.

Consequently, the State realized that the solution was to substantially increase the integration of the WIA Title I services along with the Adult Education and Family Literacy Act (AEFLA) provided under Title II. To accomplish this in 2008, legislation was passed that transferred those programs from MSDE to DLLR. The legislation called for programs to be transferred to DLLR’s Division of

Workforce Development, which is currently responsible for all Title I programs, Wagner-Peyser programs, Veterans Programs, Trade Adjustment Assistance, BRAC and some State-funded initiatives. In order to have adequate time for a seamless transition, the transfer of the Title II programs will be effective July 1, 2009.

Though the legislation was not limited to the AEFLA programs, another major problem was identified in the provision of services to ex-offenders. There was a glaring lack of coordination between programs “behind the fence” correctional education and those services provided through WIA and Wagner-Peyser programs for ex-offenders “outside fence. In an effort to improve coordination and integration, passed legislation also included Adult Correctional Education in the transfer. The thought process was that since Adult Education and WIA programs would likely be a major resource for those needing to pass the General Equivalency Diploma (GED) exam in Maryland, the responsibility for GED testing programs was also transferred.

The integration of WIA Title I with adult and correctional education will provide numerous opportunities to maximize resources, increase service levels, and to improve service quality. **Some of the benefits include:**

- Increasing the skill levels of WIA adults and youth that currently do not meet the minimum education requirements for skills training to required levels in an effort to seamlessly involve them in Adult Education programs.
- Providing Adult Education participants that receive their GED or who have become skill sufficient seamless One-Stop services including job search and skills training.
- Begin integrating funding sources to provide a full range of services to the business community while minimizing the administrative burden on participating employers.
- Implementing a mechanism to ensure a smooth transition from correctional education to ex-offender programs.
- Exploring whether there is unnecessary duplication of administrative functions and Management Information Systems (MIS) with an emphasis on reducing costs and generating additional funding for direct services.

STRATEGIES TO ELIMINATE DUPLICATION AND INCREASE RESOURCES

- ***Collaborating to Improve Workforce Readiness***

One strategy employed to eliminate duplication and increase resources is the collaboration between DLLR, its Workforce Investment Areas and the Maryland Department of Human Resources (DHR) in conjunction with its Local Departments of Social Services. Five million Dollars have been allocated to join forces in developing Job Readiness, Placement and Retention Programs specifically designed to benefit Temporary Assistance to Needy Families (TANF) applicants/recipients.

The primary objective of this initiative is for the LWIBs to design and operate programs that will aid in the employment and retention of mandatory Temporary Cash Assistance applicants/recipients referred by Local Departments of Social Services. The primary focus is to assist TCA customers in obtaining full-time unsubsidized employment that pays a wage sufficient enough to eventually be self-supporting.

- ***Creating Green Jobs***

Another strategy is the employment opportunities generated by green jobs. Maryland’s green jobs are hereby defined as “any job directly engaged in the research, development,

manufacture, sale, distribution, installation, operation, maintenance, and application of products and services that promote energy efficiency, renewable or clean energy sources”. Based on current State policy, green jobs in Maryland will be concentrated in the Energy Efficiency Sector (EES), with growth also expected in the Renewable and Clean Energy Sector (RCES). The EES generally involves retrofitting homes and businesses to conserve energy, as well as developing and manufacturing products that save energy. The RCES focus on creating, installing and maintaining technologies that generate energy from resources naturally replenished. These products generally do not emit green house gasses that generally contribute to global warming, solar, wind and geothermal energy.

STRATEGIES TO ELIMINATE DUPLICATION AND INCREASE RESOURCES *(cont'd)*

- ***Upgrading Employment Skills***

Maryland Business Works (MBW) supports employers in upgrading the skills of currently employed workers. This program provides funding to the business community to train incumbent workers in specific skills required by businesses and industry. Training projects shall result in worker acquisition of transferable skills or an industry-recognized certification/credential. This credentialing is intended to stimulate career growth and increased wages for incumbent workers.

MBW is also intended to be responsive to business needs as well as provide effective, appropriate training for incumbent workers. Maryland will expand MBW to be responsive to the increased, ever-changing needs of the State’s workforce and also dedicate additional WIA funding to this program.

- ***Posting ARRA-Funded Employment Opportunities on the Public Labor Exchange***

Employers receiving State contracts funded by the Recovery Act are all required to post job openings on the MWE which will enable every jobseeker to view and when appropriate, pursue employment online as well as assist Job Placement Coordinators in identifying Recovery Act employment opportunities for jobseekers.

- ***Encouraging Swift Employee Recruitment***

Employers receiving State contracts with ARRA funds are encouraged to first contact their local One-Stop workforce center to recruit workers or seek additional workforce/business services i.e. worker training programs, State tax credits, etc. For employers attempting to fill jobs created through Recovery Act funding, Maryland’s One-Stop workforce system can be a swift and efficient job matching and training resource.

- ***Increasing ARRA Funding Availability***

The increased availability of funds under ARRA will be used to expand the number of individual training account contracts for adults and dislocated workers. Additional training courses have been added to our Training Provider List that details additional training occupations that expand customer choice. The additional ARRA Dollars have allowed the LWIAs to increase the training cap. The extremely strong relationships that have forged at the State and local levels continue to support the interests of WIA customers from a financial, academic and emotional standpoint.

- ***Expanding Credentialing Opportunities***

Services at the local One-Stops have been expanded with the goal of facilitating the ability of our customers to achieve verifiable credentials in their chosen field of study. The importance of credentialing is stressed during the entire tenure a customer is working with local One-Stop staff from the onset of orientation to service delivery. The overarching theme of skill-building to enhance marketability and improve the customer’s chances of obtaining credentials that will align with the needs of employers and the labor market is a guiding principle of the One-Stops. To that end, customers are continually encouraged to strive

toward having both educational and skill training certificates and/or degrees in order to increase competitiveness in today's labor market.

- ***Maximizing On-the-Job Training Opportunities***

The use of on-the-job training (OJT) has remained one of the strategies employed locally to connect jobseekers with businesses in their respective jurisdictions. Active collaboration and programming with local apprenticeship organizations continues to grow serving youth in pre-apprenticeship training and related work experience as well as adults and dislocated workers in the classroom with hands-on training. The hope is that OJT will eventually lead to related employment.

- ***Offering Summer Youth Employment Programs***

Another viable strategy has been the summer work experience for in-school youth as part of the year-round services prevention program. The summer of 2009 will be marked by the addition of a large, stand-alone summer jobs program for Maryland youth. This effort will likely consume the vast majority of ARRA Dollars allocated for youth. Any remaining Dollars will be used for this same population to provide further education and/or skills training for out-of-school youth at the conclusion of the summer work experience program. Should there be any funds remaining after skills enhancement training for out-of-school youth, remaining funds will be used to provide summer work experience in 2010.

- ***Communicating Ongoing Needs of New and Expanding Businesses***

The strong linkage between local economic development entities and State staff allows a continuous exchange regarding the ongoing needs of new and expanding businesses for skilled workers in the State. The Locals as well as the State are involved when the needs of new businesses are being addressed. WIA services are outlined in economic development publications and are subsequently used as a marketing tool to attract new companies to Maryland. Likewise, the dialogue between agencies also includes assisting with business expansion and closings. Skills training efforts designed to bridge the gap between the needs of businesses and the needs of un/under-skilled adults and dislocated workers are routinely developed.

As a direct result of this heightened communication, DLLR is working closely with the Maryland Higher Education Commission (MHEC) to better coordinate the dissemination of information regarding PELL Grants for those receiving UI in accordance with TEGL 21-08.

SECTION 2. SERVICE DELIVERY

2.1 State Governance and Collaboration

Question III.A.2. Describe how the agencies involved in the workforce investment system interrelate on workforce, economic development, and education issues and the respective lines of authority. (§112(b)(8)(A).)

In responding to this question, the State should describe how the Governor is ensuring cross-agency collaboration so that workforce investments are fully tied to other investments funded by the Recovery Act outside of workforce development.

2.1.1 Cross-Agency Collaboration

The Governor encourages cross-agency collaboration so that workforce investments are fully tied to other investments funded by the Recovery Act. This is accomplished primarily through a Workforce Creation Sub-Cabinet (WCSC). The WCSC is one of four policy sub-cabinets whose agenda is dictated by State priorities and strategically re-aligned among State agencies to identify potential synergistic collaborations.

The Governor's Delivery Unit (GDU) is another mechanism the Governor uses to ensure cross-agency collaboration and drive progress in the State. The GDU accomplishes this by 1) assisting in delineating the Governor's chief tangible deliverables and objectives; 2) driving, monitoring, and reporting on the progress of these key deliverables; 3) identifying the key barriers to achieving the Governor's top deliverables; 4) employing the action necessary to overcome obstacles; 5) pinpointing opportunities for improvement and collaboration; 6) sharing information intra-departmentally between the GDU, StateStat, and the Governor's Priority Office regarding advancement and the best practices utilized to achieve the Governor's priority deliverables; 7) supporting the development of government program and policy reforms/adjustments that further the Governor's principal goals and objectives; and finally, 8) improving government service delivery as a whole.

The Governor's StateStat process represents yet another opportunity to improve coordination and formulate strategies continually by evaluating State performance at the highest levels. At bi-weekly meetings, State Managers meet with the Governor and his executive staff to report and respond to inquiries regarding agency performance and priority initiatives. Each week a comprehensive executive briefing is prepared for each agency that highlights areas of concern. Briefings are based on key performance indicators from the customized data templates submitted to the StateStat office biweekly by participating agencies.

Data is carefully analyzed, performance trends are closely monitored, and strategies to improve performances are developed. The StateStat tenets include accurate and timely intelligence, (shared by all), rapid deployment of resources, effective tactics and strategies, and relentless follow-up and assessment. Recovery Act activities and investments have also been included in the StateStat process.

Additionally, the GWIB's Interagency Workgroup (formerly the GWIB Sub-Cabinet) consisting of Deputy and Assistant Secretaries from partner State agencies, works diligently to seek avenues for collaboration and to determine the best means of addressing workforce and economic issues while ensuring that responses remain business-driven. Sub-cabinet partner agencies include the Department of Labor, Licensing and Regulation (DLLR), the Department of Business and Economic Development (DBED), the Maryland State Department of Education (MSDE), the Division of Rehabilitative Services (DORS), the Maryland Higher Education Commission (MHEC), the

Department of Housing and Community Development (DHCD), the Department of Human Resources (DHR), the Department of Juveniles Services (DJS), the Maryland Department of Aging (MDoA), the Department of Health and Mental Hygiene (DHMH), and the Department of Public Safety and Correctional Services (DPSCS).

The GWIB Interagency Workgroup (IW) meets on a regular basis and is committed to sharing information and developing strategies to maximize the resources of the State's workforce system. Communication from the IW is shared at all levels. Conversely, members share information with their respective agency secretaries and staff members. Communication is strategically directed to the State Board, as well as the LWIBs.

The goals of the Interagency Workgroup are the following:

- Support and facilitate workforce development goals
- Create a workforce system that is responsive to consumers and employers
- Address workforce development needs of the State and provide the best possible services
- Serve as a convener, coordinator, and/or connecting entity for the workforce development system
- Execute the vision of the GWIB Executive Committee
- Provide linkages to other workgroups
- Educate GWIB members about workforce development issues
- Elevate emerging issues to the appropriate level
- Recommend solutions for workforce development issues and concerns

Finally, the LWIBs interrelate through their participation in the Workforce Investment Network for Maryland (WIN). WIN is a coalition of the State's twelve (12) LWIA Directors that works closely with DLLR and the GWIB to support a locally-driven, yet comprehensive workforce investment system. Together, they facilitate the creation of a strong workforce by connecting skilled workers with businesses that desire qualified employees.

WIN assists in building consensus on important workforce policy and appropriations issues through advocacy at the State and federal levels essentially acting as the collaborative voice of the State's local workforce investment system.

2.1.2 Improving Operational Collaboration

Question III.C.1. Describe the steps the state will take to improve operational collaboration of the workforce investment activities and other related activities and programs outlined in section 112(b)(8)(A) of WIA, at both the state and local level (e.g., joint activities, memoranda of understanding, planned mergers, coordinated policies, etc.).

How will the State Board and agencies eliminate any existing state-level barriers to coordination? (§§111(d)(2) and 112(b)(8)(A).)

In responding to this question, states should describe how collaboration will be supported and sustained between state agencies, particularly between the organizational entities responsible for WIA, Wagner-Peyser Act, Unemployment Insurance, Trade Act services, and Registered Apprenticeship.

Since becoming integrated into the DLLR organizational structure, the GWIB has developed a strong collaborative relationship with the Division of Workforce Development under the direction of the Assistant Secretary, Andrew Moser. The GWIB Executive Director regularly attends WIA directors' meetings and semiannual state board and LWIB chair meetings. The Assistant Secretary attends meetings of the state board and the GWIB Executive Committee and serves on the GWIB

Subcabinet and the GWIB Challenged Population Committee. These steps improve operational collaboration that will improve policies, activities and programs.

Communication to the local workforce investment areas occurs on numerous levels. New information and changes to policy and procedures are disseminated via Workforce Investment Field Instructions (WIFI). All WIFI directives are accessible electronically on the DLLR website (<http://www.dllr.state.md.us/employment/wifi.html>) and information is also made available at quarterly directors' meetings and monthly Maryland Workforce Development Association (MWDA) meetings that are attended by the local directors and through regular emails and in-person communication. Additionally, a monthly calendar of workforce development activities which span across all partner agencies is currently on the website.

DLLR's Division of Workforce Development has also created three regional field representative positions to serve as liaisons between the state and the local workforce investment areas. Each field representative is assigned four local areas and is responsible for providing a direct link for ongoing communication and ensuring the local workforce investment areas receive guidance and technical assistance/support in a timely fashion.

The Governor communicates directly with executive staff of each of the eight partner agencies responsible for workforce development programs. Executive staff, including the secretary, deputy and assistant secretaries and strategic leaders of each agency, participate on state board, Subcabinet or special committees and workgroups of the GWIB. This cross-pollination ensures a fully integrated resource sharing system and fosters an environment where resources are used efficiently and to the fullest extent possible. For a detailed graphic outlining the communication channels between the Governor and partner state agencies.

Cabinet secretaries of partner agencies are board members and attend meetings regularly to ensure uniform understanding of GWIB activities. Each partner agency enters into a formal partnership agreement that outlines the roles and responsibilities of all members. Additionally, the state board and partner agencies work to eliminate existing state-level barriers to coordination through the efforts of this body. It is also the function of the Sub-cabinet to ensure that partner agencies cooperate and collaborate to maximize resources and eliminate duplication of efforts wherever possible. Members identify and develop coordinated policies, programmatic mergers, and memoranda of understanding and joint activities to ensure this is accomplished. The Sub-cabinet also discusses trends and potential solutions to workforce development issues and focuses on pooling the resources of the various partners to maximize results. At the local level, workforce investment boards are encouraged to integrate One-Stop services and maximize partner resources.

To further illustrate our collaborative relationship among agencies, the GWIB Subcabinet meets regularly. Each partner agency comes to the table prepared to share information and to develop strategies to maximize the resources of the state's workforce development system. Communication from this interagency group is shared with staff at all levels. Streams of communication are also strategically directed to the state board as well as to the local workforce investment areas. Industry leaders from the various sector initiatives also report information related to their specific committee's work, findings and/or recommendations which may affect future decisions of the board or Subcabinet. Additionally, we are developing a Subcabinet page on the GWIB website. This vital link to information will provide partner agencies, local workforce investment areas, employers and the public with real-time information regarding workforce development issues, trends, action items and strategies being implemented by the Subcabinet and its member agencies.

This collaboration between GWIB and DWDAL will improve operations by eliminating and addressing existing state - level barriers through recommendation for changes in state policy that impact the implementation and operation of ARRA funds, programs and services.

DLLR weekly ARRA meetings will maintain collaboration between state agencies implementing Unemployment Insurance, Registered Apprenticeship, Wagner Peyser Act, Trade Act Services, GWIB and other agency stakeholders. These meeting addresses implementation issues, monitor and maintain collaboration between all agencies partners receiving ARRA funds.

Starting on December 1, 2008 every person applying of UI benefits received notice that he/she must enroll in the one-stop system. Individuals applying for UI benefits on-line are automatically linked to the Maryland Workforce Exchange at the end of their application. The wait message for persons applying by phone also reminds applicants that they must enroll in the one-stop system. In addition, UI claimants receive via mail a pamphlet that includes information about enrollment.

UI claimants profiled as likely to exhaust benefits are notified that they are to attend a one-day Early Intervention Workshop. EI workshops are held at one-stop career centers. Profiled claimants who were in professional and/or managerial positions may be referred to the Professional Outplacement Assistance Center (POAC) for specialized assessments and other re-employment services.

As a result of these collaborative meetings UI have agreed to invest ARRA funds to double the capacity of the Early Intervention (EI) workshops. Further the partnership with UI has been strengthened as we move to the implementation of the Pell Grant for UI claimants. Further, collaboration will be maintained through training for One- Stop and UI staff in Pell Grant policies and procedures.

2.2 Reemployment Services and Wagner-Peyser Act Services

2.2.1 Governor's Vision for Reemployment Services (RES)

Job creation and workforce development are the cornerstones of the Recovery package. The Recovery Act contemplates the creation and retention of thousands of jobs through funding for infrastructure, school construction, retrofitting and weatherization projects, amongst others. While the funding for these projects and programs will reach a variety of other State agencies, the job training component will require close coordination with DLLR and the State's workforce development system. Ensuring strategic deployment of these funds and full access to all of the competitive opportunities will require unprecedented interagency coordination at the State level. DLLR looks forward to expanding existing partnerships with sister agencies to capitalize on this unprecedented opportunity to prepare Maryland's workforce.

Part of the ARRA-RES process will be to assist individuals in properly evaluating their transition from employment to recognizing their current barriers to reemployment. This evaluation will offer options for training and skills assessment that should lead to training needs offered through WIA, the Trade Adjustment Act (TAA) and other funding options. With so many customers transitioning matriculating through this type of wholesale transition, additional staffing resources will be available to assist workers needing guidance with reemployment tools. These reemployment resources will permit more time and effort to be placed on serving ARRA-RES customers.

2.2.2 Coordination Between RES and Other Services

Most One-Stop services are open to individuals receiving Unemployment Insurance (UI) with emphasis on a seamless delivery of services to ensure that the individual receives the services necessary to succeed. While offering a variety of services to the customers receiving UI, DLLR staff is certain that what a customer needs on an individual basis is also addressed; a one-size fits all approach is not employed when providing One-Stop services in Maryland.

2.2.3 Unemployment Insurance Claimants

Unemployment Insurance (UI) claimants are required to enroll in the Maryland Workforce Exchange (MWE). This requirement is an effort to introduce claimants to the variety of services offered through the One-Stop System. UI claimants are profiled to ensure that those who could benefit most from reemployment services are enrolled in a transition class that hones their existing employment skills. These reemployment skills will help them obtain employment and encourage claimants to partake in the services of a One-Stop Center. After having entered a One-Stop, claimants will gain an even deeper understanding of the services available to them.

2.2.4 Services Provided Under RES

Individuals receiving UI have a comprehensive list of services at their disposal. These transition services begin with Core Level tools i.e. computers, fax machines, and other office equipment for them to use. UI claimants are afforded greater access to career information as well as the opportunity to enroll in job readiness workshops for resume preparation and interviewing skills. Staff is readily accessible to assist them with the use of any of the equipment as well as to answer questions about the other resources in the Center.

At the next level, which is considered intensive, a customer has the opportunity to work directly with a workforce professional (WP). Individualized, one-on-one assistance is provided at the Intensive Level. WPs work with jobseekers to help them identify and understand what action steps should be taken to address their respective barriers to reemployment.

At the Training Level, the WP works with the individual to help him/her identify a career path that meets his/her current needs as well as provides an opportunity to grow. It is at this stage that the WP assesses if the chosen career path is actually a good fit in terms of the claimant's natural talents, interests, and abilities.

Once all of these levels are explored, the UI recipient is assisted with identifying the type and level of training needed to begin a new career path. Once the training has been identified, the customer and WP collaborate on selecting an appropriate vendor willing to provide quality training in their chosen career field.

After the UI recipient completes the training, he is assisted with job placement. Once the job is attained, the One-Stop provides follow-up by maintaining contact in case further assistance is required.

2.2.5 Target Population

The State is planning to expand the capacity of the Early Intervention workshop. This workshop is designed to capture the population of UI claimants that are most likely to exhaust benefits. A profiling score is generated on each individual applying for Unemployment. Pre-determined factors are used to establish a profiling score for Employment Insurance (EI) Workshop consideration.

Revision of the EI Workshop Curriculum is offering an updated set of resources for assisting today's transitional workers. This new process allows for more individuals to be moved into the assessment and training phase of services more quickly. Additionally, this new process gives those individuals requiring essentials for employment transition basic resources for successful reemployment.

2.2.6 Integrating Better Information Technology

The State is currently evaluating the existing technology platform for the evaluation of potential UI claimants that are likely to exhaust benefits. Employing a better method to evaluate UI claimants will offer a more effective use of available resources. The actual amount of funding required for this platform has not yet been determined. However, combining the data sharing from UI and Employment Services (ES) technology programs will improve identification and in turn, the dispensing of transitional services.

2.2.7 Labor Market Information Tools

When discussing these Labor Market Information (LMI) tools, the common requests center on timely information. Much of the current printed or table information was developed based on data prior to the current economic downturn. Choosing information that still holds true versus inaccurate or dated information demands staff knowledge or expertise provided incrementally to each customer. The State through the LMI Office of Performance, Information Technology and Field Operations is exploring possible improvements to LMI resources. At this juncture, nothing has been finalized or segmented relative to ARRA customers versus other One-Stop users.

2.2.8 Service Delivery Strategy for Labor Exchange Services

As previously mentioned employers receiving State contracts funded by the Recovery Act are all required to post job openings on the MWE which will enable every jobseeker to view and when appropriate, pursue employment online as well as assist Job Placement Coordinators in identifying Recovery Act employment opportunities for jobseekers.

Through the State's consolidation efforts, Wagner-Peyser staff is primarily responsible for providing core services across the Maryland One-Stop delivery system via three (3) labor exchange tiers of service - Core, Intensive, and Training. Customers engage in self-directed job searches, but have the option of receiving assistance of Wagner-Peyser staff in each Center's resource area. The three-tiered service approach offers universal access to the tier of services and is one of the elements monitored by DLLR administrative staff charged with ensuring that comprehensive, quality services are being delivered across the board.

2.3 Adult and Dislocated Worker Services

2.3.1 Core Services

Through DLLR, Maryland has developed a Statewide service delivery infrastructure that encompasses 33 One-Stop Career Centers. The One-Stop System seeks to provide seamless workforce development services to a universal population. These services are well understood by the many partners in the community that deal with the needs of the State's workforce, especially the local Departments of Social Services (LDSS). LDSS are therefore, a key source of referrals to One-Stop services that are available to meet the needs of both employers and jobseekers. Hence, the ability of customers to meet or surpass their need for self-sufficiency is elevated by providing them with greater choice and decision-making power in the service delivery process.

Core services can be the entryway for customers to begin their journey toward independence. They are universally available through the One-Stop System and are integrated with other services provided by One-Stop partners. This partnership results in a wider array of resources and services available to customers designed to ensure that the most job ready individuals receive a level of assistance that will return them to work efficiently and effectively.

Additional Core Services to assist those individuals that are not job ready include intake, orientation to services, and services designed to assist those that are not work ready. These services include intake, orientation to services, initial assessment of skill levels, aptitudes, abilities, the need for supportive services, eligibility determination, job search assistance, labor market information, financial aid and education information, training providers, job fairs, use of the MWE, and various office equipment for job search, resume development, and widespread distribution.

Wagner-Peyser-funded staffs deliver a significant portion of the Core Services at the One-Stops. All staff is aware of the continuum of services through the partner organizations and is also well aware of the myriad of services available through other partner organizations. ARRA funds will increase the number of low-income and low-skill jobseekers that may be served as well as expanding the range of well-integrated, complimentary services available to move people toward independence.

Core services include the following:

- Outreach, intake (which may include Worker Profiling) and orientation to the One-Stop System
- Initial assessment of skill level, aptitude, ability and supportive service needs
- Determination of eligibility for services for all partner employment and training programs
- Job search assistance (e.g., workshops), career information and individual counseling
- Job matching and referral
- Local, regional and Statewide labor market information
- Information on financial aid, Unemployment Insurance compensation, certified education and training providers, local performance outcomes of service providers, upcoming job fairs, and available supportive services
- Orientation to personal computers for access to self-directed services i.e. the Internet resume software, etc.
- Coordination of information and services with school-to-careers activities
- Follow-up activities, including reassessment services, where needed

One advantage that Maryland offers its residents to enhance Core Services is the customer-focused, user-friendly automated Maryland Workforce System (MWE) system that allows individuals to access resources and information from sources and locations via the Internet. **MWE affords jobseekers the ability to do the following:**

- Find and contact employers seeking candidates possessing their particular skill sets;
- Review current job listings;
- Access labor market information to enhance career decision making;
- Enhance the skills necessary to gain more lucrative employment
- Obtain information on private and/or public training programs to acquire those skills;
- Access an approved list of training providers' past performance;
- Learn how to secure funding resources to pay for training; and
- Locate supportive services for barrier removal (e.g. transportation, child care, job readiness, etc.)

Within the parameters established by the Workforce Investment Act and the Wagner-Peyser Act, DLLR has ensured that Core Services are made available to all individuals through each of the local One-Stops. In their local plans, the twelve (12) LWIAs have described the methods they will employ to deliver these Core Services. In an attempt to ascertain the effectiveness of One-Stop services, DLLR conducts annual programmatic, performance, eligibility and fiscal reviews of each LWIA. During these reviews, DLLR's regional representatives monitor each One-Stop to ensure compliance with the law, seamless delivery of services, and quality assurance.

2.3.2 Integrating Resources

A major component of the One-Stop delivery system is the integration of systems and the coordination of services. LWIA plans must articulate not only which partners will be located in the Centers, but also how services will be integrated to provide a seamless delivery system to customers. Services commonly provided by multiple partners are resource area assistance, workshops and job development and are provided in a team approach. DLLR provides general technical assistance to assist LWIBs in the development of systems that both integrate and streamline services. Greater specificity on the service coordination requirements of One-Stop partners is contained in the Memorandums of Understanding (MOUs) negotiated by each partner and its LWIB. MOUs articulate how resources are shared and operational costs are allocated. In addition, it is expected that using the System will ultimately enhance customer self-sufficiency by giving providing greater choice and decision-making power in the service delivery process.

DLLR initially communicated service delivery strategies for jobseekers to the local WIA grant recipients via the Workforce Investment Field Instruction (WIFI) No. 3-99. In this field instruction, DLLR established a shared service delivery infrastructure which empowers One-Stop partners to offer the widest possible array of services that best meet customers' needs. In turn, the One-Stop delivery system is expected to constantly broaden the array of services available to customers without duplication. Again, terms of the services provided at each One-Stop are outlined in the MOUs signed by participating partners and their LWIBs.

WIFIs also establish three (3) service levels delivered in the One-Stop System. This ensures the most job ready individuals access Core Services i.e. job search assistance and referral prior to accessing the more Intensive or Training Services.

2.3.3 Increasing Training Access and Opportunities

Question IX.C.3.a. Describe the Governor's vision for increasing training access and opportunities for individuals including the investment of WIA Title I funds and the leveraging of other funds and resources. (§112(b)(17)(a)(i).)

In its response, the State should describe how the State will increase training access and opportunities for individuals, including the investment of WIA Title I funds and Recovery Act funds, and the leveraging of other funds and resources. How will the State use contracts with institutions of higher education and other training providers (as described in Section 6 of this TEGL) to maximize funds to the greatest benefit?

President Obama's announcement of Pell Grant availability to UI Claimants provides our system with an opportunity to increase access to training. This can provide Marylanders with additional methods for gaining skills that will help prepare them for the new economy, which will emerge after the recovery of Maryland and our country.

The Recovery Act funds will increase funding of training opportunities in two major ways. First, the funds will result in the LWIAs developing more total ITA training slots, and secondly- it will allow the LWIAs to increase the length of training. Because of limited total funding and limited funding for needs related payments, most LWIAs will only fund short-term training. Increasing the length of training will have benefits in terms of long-term employability and income growth. All customers are required to first apply for PELL Grant funding before they are allowed to receive funding assistance for training under WIA.

The extremely strong relationships that exist between our partners continue to work in the best interest of WIA customers from financial, academic and emotional support. The ITA approach continues to work well as many of the job openings encountered are generated by turnover rather than surges in employment growth. The State policy calls for LWIAs to use at least 70% of new ARRA funds for training and supportive services costs. In addition, the locals were required to describe this process in their local plans.

Increased training access and opportunities for individuals by leveraging other funds and resources such as:

- Pell Grant
- Maryland Business Works - Incumbent worker training
- Expansion of the training provider list
- Partnership with colleges and Universities
- Targeted recruitment to Maryland UI Claimants
- Training One - Stop Staff to motivate jobseekers to invest time in education and training
- Retooling and upgrading skills for the future economy in Maryland
- Providing innovative training opportunities not the typical "CDL license."
- 5Million Dollars in TANF funds to serve TANF customers to
- Merging of Adult and Correctional Education

2.3.4 Models, Templates, and Approaches

Certain services, resources and procedures are mandated for all One-Stop centers. All One-Stops must have a large self-service area composed of computer stations with Internet connections, allowing customers to self-register and perform job search. This is accomplished through use of the MWE and other resources such as Monster, EmployOn! and individual company web pages.

All One-Stops must have the following:

- A knowledgeable receptionist who can explain services and triage customers
- Partners that are physically visible and electronically accessible
- A Resource Center that contains the following resources for customer use:
 - 1) Computers with programs that assist with resume and cover letter preparation;

- 2) A telephone, fax and copier for customer job search use; and
- 3) Literature i.e. resource books, pamphlets, newspapers and videotapes that enhance individual job search.

Early Intervention workshops for profiled UI claimants are required. Referral, testing and evaluation for training are required and performed regularly each week. Services mandated by the Jobs for Veterans Act are also required. One-Stops must be accessible to all individuals. Beyond the mandatory components, One-Stops are urged to provide workshops on specific job search issues to all customers. Outreach to specific populations, such as ex-offenders and persons with disabilities, is provided. Agreements with faith-based and community organizations, both formal and informal, are encouraged.

The Maryland Institute for Workforce Excellence has created a training package aimed at providing business resource staff from all partners with the skills necessary to market the One-Stop System to businesses. Additionally, resource personnel of all the partners work together in providing seamless service delivery to business customers.

Each participant is provided a business services tool kit as well as the skills required to deliver integrated business services to area employers. Tools have been developed for sales/account management skills and human resource services. Consequently, DLLR will support the reinforcement and development of sales skills on an ongoing basis through the use of hands-on, experiential tools.

Business services staff from all the One-Stops meet to share information and learn about current trends and policies regarding services to businesses. An ongoing component of the quarterly meetings is the development and refinement of local business service plans. These plans ensure that business services are provided consistently in One-Stops across the State while being responsive to unique local economic conditions. Thus, a variety of assessment tools are used by the Locals to allow flexibility with their business customers needs.

2.4 Youth Services

Recognizing the need for a comprehensive, coordinated, expedited and an integrated system of services focused on youth for utilization of the ARRA youth funds, DLLR will utilize a funding formula mechanism to allocate funds to the LWIAs to implement summer youth employment programs.

While the Recovery Act does not limit the use of the Recovery Act funds to summer employment, the Congressional explanatory Statement for the Act States that “the conferees are particularly interested in these funds being used to create summer employment opportunities for youth.” DLLR has outlined in WIFI 7-08 which strongly encourages local areas to utilize as much of these funds as possible to operate expanded summer youth employment opportunities during the summer 2009 and to provide as many youth as possible with meaningful summer employment opportunities and work experiences throughout the year.

Local areas are strongly encouraged to use a minimum of 70% of the ARRA funds to provide training and supportive services as defined in TEGF No. 14-08. Locals are strongly encouraged to spend Recovery Act funding quickly and effectively. The GWIB encourages local LWIBs to ensure that ARRA funds are effectively expended by June 30, 2010. If DLLR determines that the expenditure rate of a local area is insufficient, DLLR may recapture and reallocate these funds.

Therefore, local areas will have until the end of PY 2010 (June 30, 2011) to expend WIA Youth Recovery Act funds.

Moreover, it is critical that local areas balance the need to expend the funds quickly in order to stimulate the economy, while ensuring that quality programs are in place for youth served with Recovery Act funds. Local areas with the necessary infrastructure in place to quickly implement programming for youth served with the Recovery Act funds are strongly encouraged to expend significant Recovery Act funds in the summer of 2009.

However, local areas may technically expend Recovery Act funds over the course of two summers and the non-summer months in between. As specified in the State funding agreement for Recovery Act funds, costs associated with Recovery Act funds are allowable effective the date of the passage of the Recovery Act, February 17, 2009; therefore, costs associated with the planning and implementation of summer employment opportunities are allowable if incurred after that date.

One of the purposes of the YLAP was to create greater coordination among State/local agencies, faith and community-based organizations to identify and address areas for improvement and to ensure the successful transition of all youth ages 18 to 21 to work, life and further education.

Draft recommendations have identified a goal of ensuring that all Maryland youth, with an emphasis on vulnerable youth, will be prepared to successfully transition into post secondary education, advance training and the workforce. **These recommendations include:**

- Ensuring that all youth develop a career plan that articulates their goals and documents the necessary education, training and employment in their chosen career pathway in order to achieve those goals;
- Aligning secondary, post-secondary and out-of-school youth programs that lead to relevant careers as defined in the Maryland's Career Cluster Framework (developed by the MSDE);
- Providing opportunities for all youth to develop the academic, social, career and technical skills and experiences necessary to be successful in education, work and life;
- Providing all youth with the support services necessary for a successful transition to higher education, training and employment. (Highest Priority)

Maryland will build on existing relationships and work to develop additional relationships with others interested in issues pertaining to youth - particularly those most at risk. Current efforts are underway throughout the State and with local agencies to support a comprehensive, integrated workforce system for youth that is aligned with the U.S. Department of Labor's (USDOL) vision for youth.

Several members of the GWIB, its Board, Sub-Cabinet and staff serve on the Children's Cabinet or are a part of YLAP. This inclusion ensures a coordination of efforts and alignment of resources to meet the vision set forth which is, "to ensure that every youth in Maryland is ready for college, work, and life." To that end, DLLR will lend support to the work of the Governor's Office for Children (GOC), the Children's Cabinet and the work of the YLAP responsible for leading support for implementation of strategies and building on existing relationships to develop new ones across State and local agencies. **Furthermore, in support of the strategies designed to improve services for transitioning youth through a further expanded comprehensive, an integrated workforce system for youth aligned with the USDOL's youth vision will accomplish the following:**

- Promote coordination and partnering between State agencies
- Develop strategic youth plans and implementation strategies
- Leverage resources
- Form alternative education models
- Build demand-driven models
- Market services to the neediest youth

Members of the GWIB and its Sub-Cabinet with interest and expertise in youth issues will be encouraged to join the GOC's Leadership in Action Committee and assist in developing and implementing strategies to ensure a successful transition for youth throughout the State.

Each LWIB is required to develop a local area strategy for providing comprehensive services to youth that support the national youth vision. The strategy must adhere to WIA youth program requirements and be written into the LWIA plan. DLLR will review, approve and monitor the plans and youth strategies. LWIA Youth Councils will provide oversight and guidance at the local level for all the youth programs and services. Partnerships between key youth-focused agencies and organizations can be enhanced through local Youth Councils. Local Management Boards as well as faith and community-based organizations will provide important resources particularly in the area of supportive services i.e. counseling, childcare, transportation and housing. A director of a LWIB also serves on the GOC's Leadership in Action Committee focused on youth and will serve as the liaison between this group and other LWIB leadership around the State.

The Maryland Institute for Workforce Excellence (MIWE) Youth Affinity Group will provide a venue for local area youth coordinators and staff to share best practices and collectively develop new program models and strategies for serving the neediest youth. Baltimore City's experience with developing and maintaining innovative youth programs, through its Youth Opportunity (YO!) grant, will benefit the entire network of youth practitioners.

A State Youth Liaison has been designated to be the primary contact to receive youth-related information from USDOL and to distribute that information to all appropriate partners. The liaison, along with representatives from several partner agencies, recently attended a Youth Forum in Philadelphia where they developed the framework for Maryland's strategic youth plan. Crosswalks of future Statewide investments to improve performance and outcomes for the neediest youth were identified in facilitated group sessions. Service gaps were identified that include the following: 1) a lack of collaborative efforts to deliver life skills training; 2) a lack of access and funding to increase skills training and job development; 3) a lack of staff to oversee youth workforce development; and 4) a lack of support services i.e., mentoring and mental health services.

State reserve funds are used to support the MIWE. It is developing integrated professional development training specifically targeted at the multiple agencies involved in workforce and career preparation. The training will relate to career sectors, the framework for organizing and delivering education and training to Maryland's young people. These funds also support MIWE's Youth Affinity Group, a networking group of youth program professionals that develop innovative program models and share best practices. State reserve funds are also used to supplement WIA youth formula funds in several areas where the loss of youth funds would prohibit the effective provision of youth services. Therefore, the State has used WIA incentive dollars to support demonstration projects that would develop innovative, demand-driven models for the neediest youth.

Each LWIB is required to develop and submit to DLLR a local youth strategy for providing services to eligible youth. **This strategy, which is incorporated into the local plan, must make available, as appropriate, the following WIA Youth program elements:**

- Tutoring, study skills training, and instruction leading to secondary school completion
- Preparation for post-secondary educational opportunities
- Alternative secondary school services
- Summer employment opportunities
- Paid and unpaid work experiences
- Occupational skills training
- Leadership development opportunities
- Comprehensive guidance and counseling
- Supportive services
- Follow-up services
- Adult mentoring

USDOL approved the request to waive the competitive procurement requirement for Older and Out-of-School youth programs and to allow the use of WIA Youth formula funds for Individual Training Accounts. This enhanced flexibility, particularly in rural areas where the number of successful youth program providers may be limited, will aid in securing more opportunities for out-of-school youth.

DLLR's regional representatives will monitor local youth programs to ensure that all mandatory program elements are incorporated. Best practices and successful models will be shared through MIWE and the Statewide Youth Council.

2.5 Veterans' Priority of Service

Each One-Stop Center has a Disabled Veterans' Outreach Program (DVOP) and Local Veterans' Employment Representative (LVER) staff persons providing assistance to veterans and other eligible persons. The LVER monitors all staff activity related to veterans' services to ensure that priority of services is being observed. There are single county Workforce Investment Areas with multiple One-Stops some comprised of a consortium of counties. Therefore, it is necessary for the LVER to determine the needs of all service delivery points in the LWIA and apportion the DVOP and LVER staff time to cover all sites. In addition, the LVER with the assistance of the DVOP, conducts assessments of all veteran jobseekers enrolled or registered in MWE by all One Stop Center staff to determine level of service required to obtain employment.

Priority of services will be provided in the One-Stop Centers in accordance with Title 38 and Training and Employment Guidance Letter (TEGL), Subject: Implementing the Veterans' Priority Provisions of the "Job for Veterans Act" (PL 107-288) defining veterans' priority of services in all programs funded through USDOL. Every program funded by USDOL/WIA will define priority of services through individual TEGLs. **Under Title 38 U.S.C and P.L. 107-288, veterans are prioritized in the following order to receive services in the One-Stop Centers and through programs administered by USDOL/VETS:**

- Special disabled veterans-targeting Operation Enduring Freedom/Operation Iraq Freedom (OEF/OIF) veterans
- Other disabled veterans

- Other eligible veterans in accordance with priorities determined by the Secretary
- Other eligible persons
- Certain spouses

The assignment of an LVER to each WIA area will provide a “lead” individual who will promote veterans’ priority, be available for questions, and assist with technical inquiries. In the absence of the LVER, the DVOP can provide information concerning priority of services. The WIA One-Stop Center Operator, Labor Exchange Administrator, LVER and DVOP staff will monitor Title 38 U.S.C. veteran job seekers to ensure they receive priority in accordance with applicable laws. **The following actions will promote and ensure veteran job seeker priority:**

- DVOP/LVER staff assigned to One-Stop Centers will monitor job orders and services in the One-Stop Centers
- Qualified veteran job seekers will be notified and referred before non-veteran job seekers
- MWE system is designed to flag eligible veterans for referral
- Staff will be trained to identify Title 38 U.S.C. eligible veterans for referral
- Job orders will be noted when a veteran file search was performed against the active applicant pool
- DVOP/LVER staff will monitor the MWE for positions relative to the active applicant pool
- DVOP staff will be responsible for priority of services for veteran job seekers receiving “intensive services”
- Each One-Stop Center will have a sign on public display notifying veteran job seekers of federal priority laws and handouts if requested
- Information for veterans and the public will also be provided through Veteran Service Organizations (VSOs), Community Based Organizations (CBOs), outreach visits, signage (when permitted) at locations frequented by veterans (Veterans of Foreign War VFW Post, American Legion Post, MCVET), during Transition Assistance Programs (TAPs) and mass mailings to veterans and employers
- Veterans’ priority will be reinforced during performance evaluations (if applicable), during staff meetings, and training/conference sessions
- The Incentive Award Program will recognize exceptional services to veterans
- MWE system is designed to give priority to veterans when job searching for qualified applicants

Veterans are made aware of priority of service entitlement through the following:

- TAP/DTAP training sessions
- When receiving “staff assisted services”
- Signage posted in the One-Stop Centers
- Via workshops/orientations
- Through inquiries about services to veterans
- Handouts/fliers, fact sheets from USDOL, Department of Veterans Affairs, VET Centers, VSO, and presentations by One-Stop staff
- Public service announcements on radio, cable TV and print media
- From LVER/BRR representatives when conducting employer contacts
- DLLR’s website and other sites on the internet providing information to veterans
- Contact with VSO as well as Faith and Community-Based Organizations
- Point of entry to MWE services

State Workforce Agency (SWA) staffs are aware of their responsibilities to provide priority of service through the following:

- Full staff meetings
- Title 38, U.S.C. and PL 107-288
- During local office evaluations by VETS, DWD and Manager's Quarterly Reports
- Training sessions and conferences
- Technical assistance provided by LVER/DVOP staff reinforcing priority of services during one-on-one sessions and group meetings
- Desk guide developed for staff with pertinent information concerning veterans' services
- Local WIA plan
- Review of the Manager's Quarterly Report during staff meetings
- Review of the ETA 9002 and VETS 200 reports on services to veterans

2.6 Service Delivery to Targeted Populations

The full range of employment and training programs are provided to all job seeking customers, with attention given to special populations. Staff members are trained to accommodate the circumstances of individuals with barriers to employment. Dislocated workers benefit from Early Intervention and Rapid Response services. Three (3) staff members are currently dedicated to providing services to Migrant, Seasonal, and Farm Workers, and the employers who utilize these workers. Entrepreneurship and related training modules are emphasized.

To assist with this population, three (3) DLLR staff persons are dedicated to working with individuals with limited English-speaking proficiency, along with several multilingual staff throughout the State. Meetings have been held with all multilingual staff to share resources and to promote awareness and understanding of departmental programs that address the needs of individuals with limited English-speaking proficiency.

Each local area has access to a Disability Navigator (DN) who provides expertise and serves as a resource person to the workforce investment system and individuals with disabilities. At the local level, Assisted Technology has been purchased using the Disability Program Navigator grant. This equipment provides persons with disabilities full access to services in the One-Stop System.

Several partner State agencies have implemented "Special Populations" committees. DLLR staff members are on many of these committees to maximize resources, coordinate services and improve the service provided to special populations served by these agencies.

Some of these existing committees and task forces are the following:

- Department of Aging, Workforce Development Committee
- Department of Disability, Employment Systems Transformation Steering Committee
- Department of Education, State Advisory Committee on Adult Education
- Governor's Advisory Council on Offender Employment Coordination
- Department of Human Resources, Maryland Homeless Policy Academy

DLLR, in partnership with the Department of Public Safety and Correctional Services, has created an Offender Initiative to increase employment opportunities for previously incarcerated individuals and to supply qualified, well-trained candidate to the business community. The focus is on forming

effective partnerships, increasing skills training opportunities within the correctional system, and coordinating discharge plans with existing services/programs in the community. The Initiative will strengthen coordination between the prison systems, the One-Stop System and community resources to facilitate a smoother transition from incarceration to gainful and meaningful employment. One key element is to provide opportunities for occupational licensure, professional certification and apprenticeship in skilled trades for individuals while they are still incarcerated.

The Coordinator for the Initiative works with agencies, correctional facilities and One-Stops Statewide along with two (2) Case Managers located in the jurisdictions with the largest number of offenders reentering the community. A variety of assessment tools are being employed to allow local areas flexibility with their business customers. In addition, the Locals are required to describe these strategies in their local plans.

SECTION 3. OPERATIONS

3.1 Transparency and Public Comment

Instruction from Section II of State Planning Guidance Plan Development Process: Include a description of the process the State used to make the Plan available to the public and the outcome of the State's review of the resulting public comments. (§§111(g) and 112(b)(9).)

The Recovery Act places a high priority on transparency. The State should describe:

- State efforts to promote transparency.
- The process used to make the Plan modification available to the public and the outcome of the State's review of resulting public comments.

The Governor's Workforce Investment Board (GWIB) for the State of Maryland crafted a policy guidance document for implementation of WIA and Wagner-Peyser funding in ARRA. Detailed guidance stems from broad guidance issued by the U.S. Department of Labor (USDOL) and provides the framework for a set of recommendations to ensure that the DLLR, LWIBs, other State agencies, and workforce partners are successful in meeting the goals of the Recovery Act including transparency and efficiency.

DLLR also released WIFIs that provide instruction for financial reporting. In addition to policy guidance, DLLR has added an ARRA page to its website and contributes to the ARRA website maintained by the Office of the Governor. These websites include information on State and local allocations to workforce programs funded by ARRA. Furthermore, the Governor has included ARRA-funded programs in his accountability management system, known as StateStat. All agencies receiving funding through the Recovery Act must report monthly to the Office of the Governor on spending and program outcomes. **In an effort to be transparent, the State Plan and the outcome of the State's review have been made available to the public through the following measures:**

- A draft of the State plan was posted on the DLLR website for public review and comment;
- Advertisements were placed in the *Baltimore Business Journal* and *The Baltimore Sun* inviting the public to review, respond and make recommendations to the plan posted on the DLLR website;
- Each of the twelve (12) LWIA Directors and WIB chair were invited to review and make recommendations to the plan;
- The plan was provided to strategic partners such as the GWIB Executive Committee and Sub-Cabinet for their review and comment; and
- A notice of the Plan's availability was also posted in each One-Stop Career Center.

Comments or recommendations received from the public regarding the State Plan will be evaluated for inclusion and added as attachments to the document.

3.2 Increasing Services for Universal Access

Question VI.C. What State policies are in place to promote universal access and consistency of service Statewide? (§112(b)(2).)

In its response, the State should explain how it will efficiently and effectively use its Wagner- Peyser Recovery Act funds to support the hiring of sufficient levels of staff in the limited time period available for State One-Stop Career Centers to provide universal access and services required to meet the needs of increased numbers of customers in the economic downturn.

Prior to the reorganization of the Division of Workforce Development, all State policy guidance was issued independently to WIA and Wagner-Peyser funded staff, creating an atmosphere of division and a lack of real understanding about the total workforce development system. The integrated

policy guidance system provides the same universal information to all State and local staff. Three (3) regional representative positions have been funded to support the twelve (12) LWIAs to provide consistent methods of program monitoring and technical assistance. Professional development and credentialing opportunities are available to both central and local staff through the MIWE.

Courses are developed to meet the needs of the collective workforce development system and its partners. Cross-training and integrated services provide an increased opportunity for true universal access. Resources that fund special staff like DNs or special services such as Language Interpreters are made available to all local areas to create a consistent level of service to special populations. The State will continue to develop and refine strategies to meet the needs of targeted populations in its workforce system.

Although DLLR has a hiring freeze in effect, it requested and was granted a hiring freeze exemption from the Budget and Fiscal Planning Department that enables DLLR to recruit for temporary positions with ARRA funds. With this hiring freeze waiver in effect, DLLR plans to increase capacity in the One-Stops by hiring additional staff and making much-needed enhancements to the MWE.

3.3 Local Planning Process

Question VIII.D. Describe the State-mandated requirements for local areas' strategic planning, and the assistance the State provides to local areas to facilitate this process. ((§112(b)(2) and 20 CFR 661.350(a)(13).))

In responding to this question, States should describe how they are facilitating the use of the local planning process to ensure that local areas are able to update their Local Plans and still quickly and efficiently deliver increased levels of services as intended under the Recovery Act.

The Workforce Investment Act (WIA) requires that Local Workforce Investment Boards (LWIB) submit a five-year strategic plan to the State Department of Labor, Licensing and Regulation (DLLR) in accordance with Section 118 of the Law and section 661.345 of the Regulations. The current planning cycle ends June 30, 2009. PY 2009 and PY 2010 will be covered under an extension request submitted to DLLR (see Workforce Investment Field Instruction 9-08: <http://www.dllr.maryland.gov/employment/wifi/wifi9-08.doc>).

The Department of Labor, Licensing and Regulation, in coordination with the Governor's Workforce Investment Board, provides policy guidance related to the development of local plans through its Workforce Information Field Instruction system. In accordance with WIA legislation, Maryland requires boards to submit local plans, with additional sections added to align the local plans with state planning guidelines and the national strategic vision. Local areas have the option of submitting informational copies as they post their plans for public comment. State representatives within the Division of Workforce Development reviewed all local plans prior to final submission and provided comments and recommendations. Reviewers ensured that local plans addressed all requirements and were consistent with the state's strategic vision before local funding allocations were made available. All ARRA grants to Local's have been processed, allocations were made available in a WIFI No. 06-08 dated March 20, 2009.

To date, the State has released four Workforce Investment Field Instructions (WIFIs) related to ARRA. In addition, the GWIB provided policy guidance on Maryland's priorities for implementing ARRA. A Youth Employment Training Forum was held on March 13, 2009. An informational session was held in May for youth service providers to learn more about possible competitive

bidding opportunities. Workforce investment partners have been invited to attend a one-day workshop, Census Bureau LED Program OnTheMap: An Opportunity to Share Applications.

The Governor's Workforce Investment Board (GWIB) for the State of Maryland crafted a policy guidance document for implementation of Workforce Investment Act and Wagner Peyser funding in the American Recovery and Reinvestment Act. The guidance flows from broad guidance recently issued by the U.S. Department of Labor (USDOL); and provides a framework and set of recommendations to ensure that the Maryland Department of Labor, Licensing and Regulation Division of Workforce Development (DLLR DWD), local workforce investment boards (LWIBs) and other state agencies and workforce partners are successful in meeting the goals of the Recovery Act.

Additionally, DLLR and the GWIB have been heavily involved with Governor's office, as well as DHCD around planning and implementation efforts related to development of a weatherization training system for Maryland that will include the Maryland Energy Administration (MEA), DHCD, and the community colleges.

The states have several mechanisms for communicating and coordination with locals and other agencies including the following:

- Governor's StateStat meetings (monthly);
- Governor's StateStat Recovery Team (monthly);
- Governor's Workforce Subcabinet (monthly);
- GWIB's Interagency Workgroup (monthly);
- Workforce Investment Network of Maryland (WIN) (monthly);
- Weatherization Workgroup; and.
- BRAC Subcabinet (monthly).

3.4 Procurement

Question VIII.F.5. Describe the competitive and non-competitive processes that will be used at the State level to award grants and contracts for activities under title I of WIA, including how potential bidders are being made aware of the availability of grants and contracts. (§112(b)(16).) (Note: All procurements must comply with OMB requirements codified in 29 CFR Parts 95.40-95.48 and 97.36.)

In answering this question, the State should describe:

- How providers of all youth services will be procured under the Recovery Act. If using funds for summer employment opportunities and the fiscal agent or the State is not operating this program element, please specifically describe procedures for procuring summer employment operational entities and job opportunities.
- How the State will implement the Recovery Act provision that a Local Workforce Investment Board may award a contract to an institution of higher education or other eligible training provider if the local board determines that it would facilitate the training of multiple individuals in high-demand occupations, and if such a contract does not limit customer choice.

The State requested a waiver of the requirements under WIA section 123 and 20 CFR 664.610, stating that providers of summer youth employment opportunities must be selected by awarding a grant or contract on a competitive basis. The State sought the waiver to allow local areas to use local procedures to conduct an expedited, limited competition to select service providers. The requested waiver is granted through September 30, 2009 to conduct an expedited, limited competition to select service providers.

The State released the Workforce Investment Field Instruction (WIFI) 7-08 to the LWIAs that states, "Locals have the authority to enter into contracts with institutions of higher education, such as community colleges, or other eligible training providers to facilitate the training of multiple individuals in high-demand occupations, so long as the contract does not limit customer choice".

WIA formula funded grants to LWIAs are exempt from the procurement process.

3.5 Technical Assistance

Question VIII.G.2. Describe how the State helps local areas identify areas needing improvement and how technical assistance will be provided. (§112(b)(14).)

In answering this question, the State should describe its strategy for providing training and technical assistance to local areas for all programs funded by the Recovery Act, including whether Recovery Act funds will be used for technical assistance and training to local areas. The State should also address training to be provided to new staff and technical assistance on the creation of a summer employment program.

DLLR conducts annual programmatic, eligibility, performance and fiscal monitoring of all ETA programs, including those funded by the Recovery Act. **The focus of monitoring is:**

- To ensure compliance with State and federal regulations;
- To determine if One-Stop partner resources are maximized; and
- To determine if the full array of services is available to all populations in an integrated seamless manner.

Findings are shared with the LWIA Directors after each monitoring visit. Where appropriate, technical assistance is provided and corrective action is formulated. The State also conducts the annual WIA Data Element Validation and uses these findings to provide necessary technical guidance and feedback to the Locals.

Since October 1999, DLLR has utilized WIFIs to communicate rules, regulations and policies to the local areas. WIFIs were originally established at the State level to provide instruction, guidance and assistance to the LWIA grant recipients and service providers. Hence, this system will also be utilized to disseminate information related to the Recovery Act. LWIBs must not only comply with each WIFI, but must also ensure that each of their local partners is fully aware of those with relevance to their specific operations. LWIA plans must provide assurance that LWIBs have a WIFI distribution process in place that allows each local partner to remain fully informed. DLLR has ensured all WIFI directives are accessible electronically at the following site: <http://www.dllr.State.md.us/employment/wifi.html> .

Three (3) regional representatives are responsible for providing hands-on assistance and guidance, attending local board meetings and conducting regular monitoring assessments in the LWIAs. Each is responsible for one-third of the State's One-Stop System. In an effort to provide operations staff with current and cutting edge skills, DLLR has brought together various groups of WPs in the State to discuss common issues, policies, regulations and share best practices as well as lessons learned. In addition to staff from across the State meeting, LWIA and Wagner-Peyser Administrators meet on a regular basis as well. Local veterans' staff have formed the Veterans' Forum, which meets quarterly to discuss issues related to employment and training. Business services staff meet quarterly and Early Intervention facilitators meet semi-annually.

The MIWE provides staff development and networking opportunities for professionals in the workforce development system. Since all of the following organizations are part of the Statewide workforce system, MIWE serves the staff from the LWIAs, Wagner-Peyser, the Department of Business and Economic Development, the Department of Human Resources and the Maryland State

Department of Education with the purpose of increasing collaborative efforts among the partner agencies. MIWE also provides these same services to various nonprofit organizations that help transition people into the workforce.

MIWE helps frontline staff acquire and develop the skills they need to provide exceptional service to their customers, while also assisting Supervisors, Managers and Directors in providing the guidance and leadership necessary for effective, efficient and demand-driven program operations. MIWE also provides local staff a venue to network with other employment and training professionals by offering them the opportunity to participate in affinity groups. Two (2) groups are currently active - the Assessment Affinity Group and the Youth Affinity Group. A Business Services Affinity Group is also being formed.

In addition to the WIFI system, State and local workforce staff have taken advantage of USDOL training specifically related to the Recovery Act. They will continue to do so as additional training and guidance is made available as ARRA funding may be used for training staff as necessary.

Summer Employment Programs will be locally run. The LWIAs will train new employees for their individual local programs and the State will provide technical assistance support as necessary to achieve successful youth summer employment outcomes.

3.6 Monitoring and Oversight

Question VIII.H. Describe the monitoring and oversight criteria and procedures the State utilizes to move the system toward the State's vision and achieve the goals identified above, such as the use of mystery shoppers, performance agreements. (§112(b)(14).)

In responding to this question, the State should demonstrate, through a monitoring plan or otherwise, that the State monitoring system meets the requirement of 20 CFR 667.410(b)(2) and that the State's plan includes monitoring and oversight of the additional funds provided under the Recovery Act, particularly plans to monitor reemployment services and summer employment, including summer employment worksites.

3.6.1 Fiscal Oversight and Monitoring

The State has a written monitoring plan that has onsite reviews including Procurement, Cost Accounting, Tracking, Reporting, and Closeout covered in the Procurement, Written Accounting Procedures and the Financial Management questionnaires. The DLLR Chart of Accounts has been revised to include Principal component analysis (PCAs), Project Codes and Fund Ledgers for ARRA funds. These codes will clearly distinguish ARRA from non-ARRA funding in the State accounting system. LWIAs will be required to report on ARRA funds monthly.

Procurement monitoring is done to ensure the procurement of goods and services under the WIA program are consistent with applicable federal regulations. The monitoring includes a detailed review of a sample of each type of procurement used by the local area in the last 12 months, including, but not limited to; Request for Proposals (RFPs), small procurements and sole-source procurements. In addition, the LWIAs procurement policies and procedures are reviewed to ensure they are consistent with WIA law/regulations and that the avoidance of conflict of interest is clearly articulated and followed, especially in the awarding of contracts for workforce services.

3.6.2 Youth Oversight and Monitoring

Monitoring and oversight for all youth strictly served with Recovery Act funds will be included in a separate Youth Recovery Act Report which will be designed in accordance with pending guidance from the Recovery Act Performance and Reporting TEGL expected from USDOL. All youth

strictly served with Recovery Act funds that participate in summer employment only, will be tracked exclusively in the Youth Recovery Act Report and the Work Readiness Indicator will be the only measure that applies to such youth. All youth served with Recovery Act funds, but that does not participate in summer employment or is served beyond the summer months will be monitored using the standard WIA reporting mechanisms and will be subject to the full set of Youth Common Measures. DLLR DWAL program monitors will add monitoring visits to summer employment sites as part of their monitoring activities of local areas.

3.6.3 One-Stop Oversight and Monitoring

One-Stops are monitored for the following:

- To ensure compliance with WIA law and regulations;
- To guarantee a consistent level of quality across the State; and
- To identify the best practices in policy, procedure, and approach in facilitating service delivery or barrier removal when receiving services.

The major component of One-Stop monitoring consists of desk monitoring and onsite monitoring. **Each details the following:**

Desk Monitoring

- Desk monitoring consists of quarterly fiscal, programmatic and performance monitoring of both WIA and Wagner-Peyser operations. An analysis of the programmatic and fiscal data is developed by a team comprised of Field Staff, Monitors, Programmatic, and Fiscal Specialists.
- Both the team and Senior Management staff review this analysis during a quarterly review meeting.

Programmatic Monitoring

- A data validation sample from the prior year is pulled for each local area. Data is validated to ensure local areas are properly documenting services and outcomes. In addition, a sample of current participants is pulled and the same eligibility and services information is validated.
- An in-depth review of the operation of the One-Stop will address staffing, customer flow, cost sharing, linkages, referrals, and level of involvement of the One-Stop partners. In addition, a key component is the observation of services including those provided at the One-Stop and a sample of vendors. This observation includes 1) ensuring that Core Services are universally and easily accessible; 2) customers requiring Intensive Services receive them in a timely manner; and 3) staff are trained and knowledgeable about the services available through the One-Stop as well as other community resources.
- An Equal Employment Opportunity (EEO) review is conducted as well. This review ensures that policies and procedures have been developed in accordance with EEO requirements. Participant data is reviewed to ensure delivery of fair and equitable services and outcomes.

3.7 Accountability and Performance

Question X.C.1. Describe the State's performance accountability system, including any State-system measures and the State's performance goals established with local areas. Identify the performance indicators and goals the State has established to track its progress toward meeting its strategic goals and implementing its vision for the workforce investment system. (§§112(b)(3) and 136(b)(3).)

- The Recovery Act emphasizes the importance of accountability. Describe the State's overall efforts to hold the State and its local areas accountable for the results of activities funded by the Recovery Act, and how the State will measure whether it has achieved the State's goals for implementation as described in Questions I.C. and I.E. under "State Vision and Priorities."
- The Recovery Act requires States to report on work readiness to assess the effectiveness of summer employment opportunities for youth. The State should identify its methodology for determining whether a measurable increase in work readiness skills has occurred, and what tools will be used for this determination.

3.7.1 Overview

The Recovery Act emphasizes the importance of accountability. Therefore, the LWIBs overall efforts will hold the LWIAs accountable for results of activities funded by ARRA by measuring achievement of proposed local goals for implementation as described in the "Local Vision and Priorities."

The ARRA requires States to report on work readiness to assess the effectiveness of summer employment opportunities for youth as well. The LWIA should identify its methodology for determining whether a measurable increase in work readiness skills has occurred, and what tools will be used for this determination.

To that end, Maryland will employ the following approaches to ensure that State and local programs meet Maryland's ARRA goals:

- Develop and enforce supplemental policy guidance to inform program operators of State priorities that will support USDOL guidance;
- Clarify and advance policy initiatives via technical assistance and training to meet deficiencies identified in the monitoring process; and
- Institute a comprehensive monitoring system that includes MIS desk reviews of progress reports and LWIA self-assessment reviews. Desk reviews will be supplemented by onsite visits by DLLR program and audit staff.

The performance measures for WIA Title I Programming in Maryland are listed in Attachment-A. In accordance with TEGL 11-01, "Guidance on Revising Workforce Investment Act State Negotiated Levels of Performance", the State of Maryland requested to re-negotiate some of its PY 08 performance standards for Labor Exchange Adults, Dislocated Workers, and Youth. This request for re-negotiation is based on the State's performance being adversely affected by the current economic recession with significantly rising rates of unemployment. The final standards have not been negotiated for PY 09 is scheduled for June 29, 2009.

Levels of performance will be negotiated between the State and the USDOL. Minimum levels will be passed to the LWIAs. Likewise, any revised measures will also be passed to the LWIA's. As required in WIA, service providers and the State of Maryland must achieve the performance standards for consideration of funding continuity.

LWIAs will begin reporting on a monthly basis on current activities for the WIA Recovery Act services for the month of June with the first supplemental report due on July 15, 2009.

3.7.2 ARRA Summer Youth Performance Measures

With respect to performance measures, the Work Readiness Performance Indicator described in section 136(b) (2) (A) (ii) (I) of the WIA shall be the only measure of performance used to assess the effectiveness of summer employment for youth provided with such funds as described in USDOL Training and Employment Guidance Letter No. 17-05, Attachment B. LWIAs must determine whether a measurable increase in work readiness skills has occurred. When determining this, LWIAs should follow the definition for a work readiness skill goal (see TEGl 17-05, Attachment B Definition of Key Terms).

Work Readiness Skills Goal

A measurable increase in hard work readiness skills including world-of-work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (i.e. resumes, interviews, applications, and follow-up letters, etc.) Readiness skills also encompass daily living/survival skills i.e. proper telephone etiquette, telling time, comparison shopping, renting a home, opening a bank account, and using public transportation.

Soft skills include positive work habits, attitudes, and behaviors such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions, completing tasks, accepting constructive criticism from Supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation, adaptability, obtaining effective coping and problem-solving skills, as well as acquiring an improved self-image.

PERFORMANCE INDICATORS FOR ARRA YOUTH

- ***Work Readiness Attainment Rate***

The Work Readiness Attainment Rate is defined as the percentage of participants in summer employment who attain a Work Readiness Skill Goal. Participants have until the end of their summer work experience to attain the goal. All applicable participants should be reported in this measure in the report ending September 30, 2009; the numerator, denominator, and rate should be reported. When setting work readiness goals, LWIAs will adhere to the definition for a Work Readiness Skill Goal as specified in TEGl-17-05.

LWIAs must give special attention to determining youth achievement via a measurable increase in work readiness skills. Therefore, LWIAs should establish a methodology for determining work readiness skills at the onset and at the conclusion of the summer experience in order to ascertain whether a measurable increase has truly occurred. Although LWIAs are not required to use a specific assessment instrument to determine pre- and post-work readiness skills, LWIAs have the flexibility to choose from a variety of assessment tools including Worksite Supervisor Evaluations, Work Readiness Skill Checklists administered by program staff, Portfolio Assessments, and any other relevant forms of assessing work readiness skills. In order to obtain an accurate assessment of youth progress, LWIAs are reminded that the same instrument(s) must be utilized for pre-testing, must also be used for post-testing.

- ***Summer Employment Completion Rate***

This rate is the number of youth who completed their summer employment activity (numerator) divided by the total number of youth who participated in summer employment (denominator).

Summer employment work experiences should have predetermined start and end dates. For example, many programs run 6-8 week summer employment programs. This indicator is intended to measure the percentage of participants who complete their entire summer work experience without dropping out prior to the targeted end date.

Maryland will include the following youth on the regular WIA Youth Reports (WIA Standardized Record Data (WIASRD), annual and quarterly reports):

- All youth served with any Recovery Act funds are to be reported on the supplemental, monthly report.
- Any youth served by both Recovery Act funds and regular WIA Youth funds is required to be reported in the supplemental monthly report and in the regular WIA Youth reports (WIASRD, annual report, quarterly report).
- Any youth only served between May 1 and September 30 (defined as the “summer” period) and who only participates in summer employment should only be included on the supplemental monthly report.

In order to determine how to track and report youth served by Recovery Act funds, youth will be classified in the following ways:

- Any youth served with Recovery Act funds will be included in a separate Youth Recovery Act report;
- Any youth served with only Recovery Act funds that participates in summer employment only, will only be included in the Youth Recovery Act report and the Work Readiness Indicator will be the only measure that applies to such youth; and
- If a youth served with Recovery Act funds does not participate in summer employment or is served beyond the summer months, s/he would also be included in the regular WIA reporting mechanisms (Virtual One Stop, annual report, quarterly report) and be subject to the full set of WIA Youth measures or youth common measures.

3.7.3 Performance Accountability

The performance measures for WIA Title I Youth Programming in Maryland are listed in attachment A. Levels of performance will be negotiated between the State and the USDOL. Minimum levels will be passed on to the LWIAs. Any revised measures will also be passed on to LWIAs. As required within the Workforce Investment Act, service providers and State of Maryland must achieve the performance standards for consideration of funding continuity.

Co-Enrollment Performance Measures

Youth aged-24 years old served with adult funding may choose to be co-enrolled in a youth- funded activity or an 18-21 year old served with youth funding may choose to be co-enrolled in an adult-funded activity, providing adequate funding is available to support the co-enrollment activities chosen. Co-enrolled 18-24 year olds will be reported in both the Adult and appropriate Youth performance measures. In the case of co-enrolled youth, each partner (i.e. WIA Title I Adult and Dislocated Worker sub-recipient/contractors) will equally be responsible for ensuring that both the adult and youth performance measures are met.

Determining the methodology for measuring the Work Readiness Criteria will be determined by the LWIAs and service providers with contact awards under the competitive bid process. It is required that Supervisors document the Work Readiness Pre and Post-Assessment Skill Attainments.

3.7.4 Tracking and Reporting

Maryland requested a waiver of the youth performance measures for out-of-school youth ages 18 - 24 served with Recovery Act funds beyond the summer months who participate in work experience only. This waiver will allow Maryland to use the Work Readiness Indicator as the only indicator of performance for such youth - the same measure that applies to summer youth only participants. This program design offers flexibility for summer youth (with ARRA funding) and will apply to such youth, ages 18-24 that participate in work experience only beyond the summer months.

Moreover, this waiver would allow Maryland to facilitate the implementation of WIA Youth Services under the Recovery Act and support the intent of Congress to serve 18-24 year olds through work experience in a time of difficult employment for young people. This waiver would allow Maryland to continue to provide enhanced services to older, out-of-school youth through the period beyond the traditional summer months. Although, the older youth population may not be affected by the traditional school year and essentially remain available to participate through work studies, if deemed appropriate and necessary, these older youth could be enrolled in traditional youth and/or adult programs if found beneficial at a later date.

SECTION 4. SUBMISSION ATTACHMENTS

Attachment A, Workforce Investment Act Performance Levels

Workforce Investment Act and Wagner-Peyser Act Renegotiated Performance Levels for PY 2008 and Negotiated PY2008 Levels

Workforce Investment Act Performance Levels

Performance Measures		Renegotiated PY 08 Standard	Negotiated Standard PY09
Entered Employment Rate	Adults	86%	84%
	Dislocated Workers	91%	91%
	Labor Exchange	70%	70%
Retention Rate	Adults	88%	84%
	Dislocated Workers	92%	89%
	Labor Exchange	85%	81%
Average Earnings	Adults	\$13,100	\$13,100
	Dislocated Workers	\$17,000	\$16,585
	Labor Exchange	\$13,500	\$13,500
Youth Attainment of Degree or Certificate		52%	66%
Youth Placement in Employment or Education		67%	63%
Youth Literacy/Numeracy Gain		51%	65%

Attachment B, Waiver - Rapid Response

State of Maryland Department of Labor, Licensing and Regulation Division of Workforce Development and Adult Learning

Waiver Request Rapid Response

Waiver Request

The Department of Labor, Licensing and Regulation (DLLR), administrative entity for WIA Title I programs, requests a waiver to permit the transfer of a portion of the funds reserved for rapid response activities in WIA Section 134(a)(1)(A) to the Statewide Reserve. The waiver would allow states to use up to 50% of the rapid response funds to provide other required and allowable statewide activities. It would allow the State to assist local areas in carrying out adult and dislocated worker employment and training activities. It would also allow the state to provide additional assistance to local areas that have high concentrations of eligible youth, and to carryout youth activities statewide.

This waiver request follows guidelines identified in WIA Section 189(i)(4)(B) and 20 CFR Section 661.420-430.

Waiver Duration

PY09 funding and subsequent years or upon re-authorization of the Workforce Investment Act.

Statutory and Regulatory Sections to be Waived

WIA Section 134(a)(1)(A), Section 134(a)(1)(B), 20 CFR 665.110

Goals and Expected Programmatic Outcomes if Waiver is Granted

This waiver would support state-level activities. It will also allow the State of Maryland to respond to the current economic climate.

This waiver will allow for the continuation of the state-local partnership that provides Statewide Activities funds to meet real-time business training needs.

State or Local Statutory or Regulatory Barriers

There are no state or local statutory or regulatory barriers to implementing the waiver.

Individuals Impacted by the Waiver

This waiver is expected to benefit local workforce areas, employers, WIA customers.

Process to Provide Notice to any Local Board Affected by the Waiver

Should this waiver be granted, The Maryland Department of Labor, Licensing and Regulation, Division of Workforce Development and Adult Learning will issue a Workforce Investment Field Instruction (WIFI) that will be disseminated to Local Workforce Investment Areas. The WIFI will also be posted on the DLLR's website at www.dllr.state.md.us .

Process used to Monitor Progress in Implementing the Waiver

Maryland's program and fiscal monitoring system has been developed with input from the U.S. Department of Labor's Employment and Training Administration Region 2 Office. The State's performance tracking system continually assesses the effectiveness of our WIA program. The State will pay specific attention to the effects of implementing this waiver.

Process for Notice to Local Boards and the Opportunity to Comment

Notice regarding this waiver request is currently posted on the website at www.dllr.state.md.us/employment/ for review and comment. Comments are due by July 15, 2009 to Sharon Harris at the following e-mail address: sharris@dllr.state.md.us. The State will forward any comments to U.S. Department of Labor upon receipt.

Attachment C, Waiver - Customized Training Employer Match

Department of Labor, Licensing and Regulation Division of Workforce Development and Adult Learning

Waiver Request

Waiver of the required 50 percent customized training employer match

Waiver Request

The Maryland Department of Labor, Licensing and Regulation (DLLR), the administrative entity for Workforce Investment Act (WIA) Title I program for the twelve local workforce areas within Maryland, request a waiver of WIA Section 663.715 (c) related to the statutory exclusion and regulatory prohibition of the customized training required minimum employer payment of 50 percent of the cost of training. The statutory minimum required payment has been determined to be the single greatest deterrent for employers in Maryland who had considered customized training as a means to access or develop workforce skills necessary for growth in their respective industries. A sliding scale for the employer matching cost component will create more incentive for employers to participate in customized training that achieves high-skill, high-demand and/ or high wage attainment.

The proposed scale will range from 10 to 50 percent, based on the following characteristics: the type of training, size of the business, number of persons being trained, the hiring needs of the employer, and industry or skill demand. Characteristics measurement will be based on alignment with Maryland's Strategic State Workforce Investment Plan, which focuses on training and programs that achieve high-skill, high-demand, high wage occupations and industries. The Maryland Department of Labor, Licensing and Regulation, Division of Workforce Development and Adult Learning will develop the sliding scale and processes for application and implementation.

This waiver request follows guidelines identified in WIA 189 (i)(4)(B) and 20 CFR Section 661.420 (c)

Statutory Regulations to be Waived

The WIA Section 101 (8) and Title CFR 663.715 (c) dealing with the 50 percent match requirement.

Waiver Duration

July 1, 2009 through June 30, 2010, or upon the re-authorization of the Workforce Investment Act.

Goals and Expected Programmatic Outcomes if Waiver is Granted

- Increased flexibility at the local level to offer tailored businesses training solutions to respond to the specific needs of the businesses
- Elevated skill proficiencies for workers that will result in increased worker viability
- Increased responsiveness to labor market issues in the private sector
- Increased capability to attract new businesses into Maryland
- Increased percentages of employers using customized training as a means of hiring and retaining a skilled workforce
- Increased percentages of workers trained and hired through customized training programs

State or Local Statutory or Regulatory Barriers

There are no state or local statutory or regulatory barriers to implementing the waiver.

Individuals Impacted by the Waiver

Employers will benefit because this waiver will allowing access to customized training at a reduced cost. It will allow businesses to more readily adapt to changes in technology and the marketplace. Businesses will be capable of expanding or remaining competitive with affordable, customized training options, uniquely designed to achieve their specific developmental goals.

The waiver will also benefit Adults, Out of-School Youth and Dislocated Workers who are eligible for services under WIA by the availability of customized training options. The eligible individuals who are most likely to benefit are those who have multiple barriers to employment, low basic skills or limited English language proficiency.

Process to Provide Notice to any Local Board Affected by the Waiver

Should this waiver be granted, The Maryland Department of Labor, Licensing and Regulation, Division of Workforce Development and Adult Learning will issue a Workforce Investment Field Instruction (WIFI) that will be disseminated to Local Workforce Investment Areas. The WIFI will also be posted on the DLLR's website at www.dllr.state.md.us.

Process used to Monitor Progress in Implementing the Waiver

The Maryland Department of Labor, Licensing and Regulation (DLLR) will monitor the implementation and impact of the waiver through the program and administrative monitoring system.

Process for Notice to Local Boards and Opportunity to Comment

Notice regarding this waiver request is currently posted on the website at www.dllr.state.md.us/employment/ for review and comment. Comments are due by July 15, 2009 to Sharon Harris at the following e-mail address: sharris@dllr.state.md.us. The State will forward any comments to U.S. Department of Labor upon receipt.

Attachment D, Waiver Request- OJT Employer Reimbursement

Department of Labor, Licensing and Regulation Division of Workforce Development and Adult Learning

Waiver Request

Waiver of the required maximum 50 percent OJT employer reimbursement

Waiver Request

The Maryland Department of Labor, Licensing and Regulation (DLLR), the administrative entity for Workforce Investment Act (WIA) Title I program for the twelve local workforce areas within Maryland, request a waiver of WIA Section 663.710 (b) related to the statutory exclusion and regulatory prohibition of the maximum On-the-Job Training (OJT) reimbursement. This waiver will allow a change to the maximum employer reimbursement for OJT training from the current 50 percent of the wage rate. The waiver request seeks to allow Maryland to reimburse the employer on a graduated scale based on the size of the business. Under the waiver, the following reimbursement amounts will be permitted: 1) up to 90 percent for employers with 50 or fewer employees, and 2) up to 75 percent for employers with more than 50 but fewer than 100 employees. For employers with 100 or more employees, the current statutory requirements will continue to apply. The statutory maximum reimbursement has been determined to be a deterrent for small employers in Maryland that had considered OJT as a means to develop workforce skills necessary for growth in their respective industries. A graduated scale of reimbursement will create more incentive for small employers to participate in OJT that achieves high-skill, high demand and/or high wage attainment and family sustaining jobs.

As required by 20 CFR 663.700, the length of an OJT will still be determined by the skill requirements of the occupation, the academic and occupational skill level of the participant, prior work experience, and the participant's individual employment plan. No reimbursement greater than 50 percent will remain in effect longer than three months.

Approval of this waiver will be especially beneficial to small businesses that provide most of the new jobs being created in the Maryland.

This waiver request follows guidelines identified in WIA 189 (i) (4) (B) and 20 CFR Section 661.420 (c).

Statutory Regulations to be Waived

The WIA Section 101 (31) (B) and Title CFR 663.710 (b) dealing with the OJT reimbursements.

Waiver Duration

July 1, 2009 through June 30, 2010, or upon the re-authorization of the Workforce Investment Act.

Goals and Expected Programmatic Outcomes if Waiver is Granted

- Increased percentages of employers using OJT as a means of hiring and retaining a skilled workforce
- Increased number and percentages of workers trained and hired through OJT programs
- Elevated skill proficiencies for workers that will result in increased worker viability
- Increased responsiveness to labor market issues in the private sector
- Increased flexibility at the local level to offer businesses training solutions tailored to respond to the specific needs of the business

State or Local Statutory or Regulatory Barriers

There are no state or local statutory or regulatory barriers to implementing the waiver.

Individuals Impacted by the Waiver

Employers will benefit from this waiver allowing OJT at a reduced cost. It will allow businesses to more rapidly adapt to changes in technology and the marketplace. Businesses will be capable of expanding and remaining competitive with affordable OJT options uniquely designed to achieve their specific developmental goals. This waiver will make OJT a much more viable option, especially for small businesses looking to get started or expand.

The waiver will also benefit Adults, Dislocated Workers and Out-of-School Youth who are eligible for services under WIA by the availability of OJT options.

Process to Provide Notice to any Local Board Affected by the Waiver

Should this waiver be granted, The Maryland Department of Labor, Licensing and Regulation, Division of Workforce Development and Adult Learning will issue a Workforce Investment Field Instruction (WIFI) that will be disseminated to Local Workforce Investment Areas. The WIFI will also be posted on the DLLR's website at www.dllr.state.md.us.

Process used to Monitor Progress in Implementing the Waiver

The Maryland Department of Labor, Licensing and Regulation (DLLR) will monitor the implementation and impact of the waiver through the program and administrative monitoring system.

Process for Notice to Local Boards and Opportunity to Comment

Notice regarding this waiver request is currently posted on the website at www.dllr.state.md.us/employment/ for review and comment. Comments are due by July 15, 2009 to Sharon Harris at the following e-mail address: sharris@dllr.state.md.us. The State will forward any comments to U.S. Department of Labor upon receipt.

Attachment E, Waiver Request - Transfer of WIA Title I Funds

State of Maryland Department of Labor, Licensing and Regulation Division of Workforce Development and Adult Learning

Waiver Request

Transfer of Workforce Investment Act (WIA) Title I Funds between the Adult and Dislocated Worker Funding Streams

Waiver Request

The Governor's Workforce Investment Board (GWIB) and the Department of Labor, Licensing and Regulation (DLLR), the administrative entity for Workforce Investment Act (WIA) Title I programs, request the renewal of a waiver of the legislative provisions, calling for the transfer of no more than 20% of a program year's allocation between Adult and Dislocated Worker program. The waiver would grant individual LWIBs, with State approval, the ability to transfer up to 50% of each program year allocation between the Adult and Dislocated Worker funding streams, beginning in Program Year 2009.

Waiver Duration

July 1, 2009 through June 30, 2010, or upon the re-authorization of the Workforce Investment Act.

Statutory Regulations to be Waived

Statute: P.L. 105-220, WIA Section 133(b)(4)(A), and **Regulations:** 20 CFR, WIA Final Rules Section 667.140 (a). These sections provide that with the approval of the Governor, Local Workforce Investment Boards (LWIBs) may transfer up to 20% of a program year's allocation for adult employment and training activities, and up to 20% of a program year's allocation for dislocated worker employment and training activities between the two programs.

In Maryland, twelve Local Workforce Investment Areas (LWIAs) are comprised of diverse communities and labor markets that represent unique challenges to the provision of WIA services. In addition, the disproportion of Marylanders residing in the state's Baltimore and Suburban Washington metropolitan areas, which account for 82% of the state's population, versus those who reside in large rural areas, reflects the need for maximum flexibility in the transfer of funds. Throughout non-metropolitan areas, the majority of businesses employ fewer than fifty (50) people and employee turnover is minimal. In contrast, metropolitan areas are headquarters for some of the state's largest employers.

The Governor's Workforce Investment Board has consistently advocated for local alliances that strengthen the level and mix of services to job seekers, as well as streamlining service delivery. However, local decisions have been constrained at times by Federal rules that limit funding and thus, services to adults and dislocated workers. Maximum flexibility in the transfer of funds would help ensure that services to both adults and dislocated workers would be maintained at levels sufficient to meet the distinct needs of each group. This flexibility would also help support local service plans that must integrate the cultural, educational, and employment related needs unique to each workforce community.

State and Local Regulatory Barriers:

There are no state or local regulatory barriers to implementing the waiver.

Goals and Expected Programmatic Outcomes if Waiver is Granted

- Enhance the ability of local boards to respond to workforce and economic dynamics within their local areas;
- Increase local flexibility in the design of Adult and Dislocated Worker service plans;
- Improve performance outcomes;
- Improve the ability of local boards to design programs and provide targeted assistance in response to customer needs; and
- Enhance the local board's ability to respond to employer needs for workers trained in employer-specific skills.

Programmatic Outcomes to be Achieved by the Waiver:

The responsibility of each LWIB is to plan, oversee and evaluate the delivery of WIA employment and training programs in their respective areas through the One-Stop service delivery system. Because of Maryland's size, its population distribution, its cultural diversity, and the remoteness of many of the communities, customer needs vary greatly from one local workforce investment area to another. The flexibility to transfer funds between the Adult and Dislocated Workers programs allows LWIBs to respond more effectively to their individual communities.

With this waiver, LWIBs would be obliged to design programs that speak to the services priorities among their customers and that lead to customer employment and self-sufficiency. The waiver would also position Maryland's workforce as better skilled and more competitive in the wake of a broader economic picture.

Individuals Impacted by the Waiver

This waiver is expected to benefit LWIBs, One-Stop partner programs, employers, service providers and WIA customers.

LWIB will have the flexibility to design programs based on local needs and priorities.

One-Stop partner programs will be able to better align their service offering with those of the local WIA programs.

Employers will be better served through participants that acquire skills specific to each employer's needs.

WIA program participants will receive services appropriate to the participant group(s) for which they are eligible.

Increased utilization of funds will result in more participants being served in the aggregate.

Process used to Monitor Progress in Implementing the Waiver

The Maryland Department of Labor, Licensing and Regulation will monitor the implementation and impact of the waiver through the program and administrative monitoring system.

Process to Provide Notice to any Local Board Affected by the Waiver

Should this waiver be granted, The Maryland Department of Labor, Licensing and Regulation, Division of Workforce Development and Adult Learning will issue a Workforce Investment Field Instruction (WIFI) that will be disseminated to Local Workforce Investment Areas. The WIFI will also be posted on the DLLR's website at www.dllr.state.md.us.

Process for Notice to Local Boards and Opportunity to Comment

Notice regarding this waiver request is currently posted on the website at www.dllr.state.md.us/employment/ for review and comment. Comments are due by July 15, 2009 to Sharon Harris at the following e-mail address: sharris@dllr.state.md.us. The State will forward any comments to U.S. Department of Labor upon receipt.